

YEAR 2 ENGLISH Non Fiction-Non Chronological report Dare to Care Pet Dragon- Learning Journey (Summer 1)

What I already know:

I know non fiction books can be read in any order.
I can tell the difference between non fiction book and a fiction book.
I can identify some features of a non fiction text: contents, index, glossary, headings and subheadings.
I know that questions are used to engage the reader. I can identify and use different types of sentences: statements, exclamations, questions, commands

Key Vocabulary:

questions statements captions
describe, explain, present tense, adjectives, noun phrase, subordinate clause.
Topic vocabulary: ignite, gargantuan, dangerous, fierce, beware.

Use information from texts to identify features of non chronological report

Using text as a model create own description.
Use noun phrases



Identify subordinate conjunctions and clauses in text. apply in own writing supported with sentence openers

Identify how information has been grouped, focus structure of text.

Identify adjectives for description. Apply to own writing.
Revisit joined handwriting and correct finger spacing



What I need to remember:

Genre information in sections with a heading next to eye catching images with captions

SPAG
Capital letters for names, titles/headings and subheadings.
Full stops, exclamations, semi-colon
Paragraph
Present tense adjectives, noun phrases

SPAG:
Use of because, when, if, so to create extended sentences

Create paragraphs to describe pet dragon, apply skills taught: noun phrases, subordination

Present writing in the form of a non chronological report.
Edit writing with support.



YEAR 2 ENGLISH Non Fiction-Non Chronological report The Castle The king Built Learning Journey (Summer)

What I already know:

I know non fiction books can be read in any order.
I can tell the difference between non fiction book and a fiction book.
I can identify some features of a non fiction text: contents, index, glossary, headings and subheadings.
I know that questions are used to engage the reader. i I can identify and use different types of sentences: statements, exclamations, questions, commands

Key Vocabulary:

questions statements captions
describe, explain, present tense, adjectives, noun phrase, subordinate clause.
Topic: merchant, stonemason, wares, jousting, blacksmith.

Use informations texts to identify features of non chronological report

Using text as a model create own description.
Use noun phrases



Identify subordinate conjunctions and clauses in text. apply in own writing supported with sentence openers

Identify how information has been grouped, focus structure of text.

Identify adjectives for description. Apply to own writing.
Revisit joined handwriting and correct finger spacing



What I need to remember:

Genre information in sections with a heading next to eye catching images with captions

SPAG
Capital letters for names, titles/headings and subheadings.
Full stops, exclamations, semi-colon
Paragraph
Present tense adjectives, noun phrases

SPAG:
Use of because, when, if, so to create extended sentences

Create paragraphs to describe jobs in the castle, apply skills taught: noun phrases, subordination

Present writing in the form of a non chronological report.
Edit writing with support.



YEAR 2 : ENGLISH : Learning Journey: Summer: Fiction: The Very Last Castle

What I already know:

Use finger spaces

I can spelling using GPCs I have learned

I know that sentences need a CL to open them and end with a FS. I can use but and because in a sentence.

Key Vocabulary:

Noises, lonely, suspicious, assume, frightened, curious, different, surprised, guard, castle, drawbridge, giants, monsters, sound, reassure

I can write sentences including questions asking the guard what the noises are.

I can write a reply from the Guard explaining what the noises are.



I can use ? correctly in the sentences of my letter.

I can write sentences which are sequenced. My sentences make sense.



I can use phrases which persuade people to visit the castle.

What I need to remember:

Genre: story with recurring language:
Narrative/letter
Layout showing Dear and from.
The purpose of letters is to send a message to a person or group.

SPAG
CL and FS and !
Questions and statements.
Sentences must make sense on their own.
Letter using vocabulary of persuasion.

Write a leaflet to persuade people to visit the very last castle. I can write a coherent narrative.



YEAR : ENGLISH 1: Learning Journey: Autumn: Non-Fiction: Castles

What I already know:

Use finger spaces

I can spelling using GPCs I have learned

I know that sentences need a CL to open them and end with a FS.

Key Vocabulary:

Castle, knight, armour, defence, protection, attack, fighting, battles, shield, chain armour, subheading, title, label, caption, paragraph, diagram, relevant.

I can identify features of a non fiction text

I can write sentences describing the life of a knight.



I can create subheadings for my own information text.

I can draft a leaflet about castles which includes subheading, diagrams, labels and captions.



I can match relevant information to subheadings.

What I need to remember:

Genre: story with recurring language:
Narrative/letter
Layout showing Dear and from.
The purpose of letters is to send a message to a person or group.

SPAG
CL and FS and !
Questions and statements.
Sentences must make sense on their own.

I can edit my writing and ensure the layout of my text engages the reader.



YEAR 2 (ENGLISH Poetry-Tell me a dragon) - Learning Journey (Summer)

What I already know:
 Capital letter, full stop and finger space.
 I can identify rhyme and alliteration
 I can identify a pattern of repetition
 I can identify a line, and a verse.

Key Vocabulary:
 Repeat, rhyme, rhythm,
 pattern, pattern, dragon.

Read, discuss and perform
 range of poetry
 read poetry about familiar
 experiences

Performance poetry: Read
 tell me a dragon aloud,
 using intonation for effect.
 Learn some phrases by
 heart.



Identify structure and
 pattern. Infer meaning
 from a range of poems.

Use structure as a model
 for own poem to describe
 your favourite dragon..



Create own simple
 structured poems based
 on familiar experiences

Edit own writing for
 sense. Perform own
 poems.

What I need to remember:

Genre	SPAG
Verse, stanza	New sentence new line
new sentence new line	Statements
rhyme, repetition, alliteration, pattern, rhythm	Commas in a list
	Conjunctions: coordination and subordination
	Apostrophes for contraction



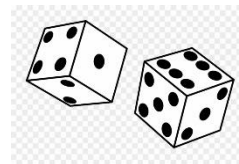
YEAR 2 Fractions - Learning Journey (Summer)

What I already know:
shapes and quantities can be shared/divided into equal parts
one part of a shape or quantity is called a fraction
I can find a half and a quarter of a shape or quantity.

Key Vocabulary:
part/whole
equal parts/unequal parts
half/quarter/third
Numerator
Denominator

Make equal parts.
Identify equal and unequal parts of a whole

Identify half, quarter and third of a shape and a quantity



Identify numerator and denominator when fractions are represented eg: $\frac{1}{2}$

Identify unit fractions.
know that the numerator is 1. The denominator represents the whole

Identify non unit fractions: know that the numerator is a greater than 1.

Identify equivalent fractions of shape and quantity:
eg $\frac{1}{2} = \frac{2}{4}$



Find $\frac{3}{4}$ of a quantity.
Count in fractions.
Solve problems involving fractions

What I need to remember:
 $\frac{1}{2}$ Numerator is at the top, the denominator is below.
The denominator represents the whole shape or quantity.
Unit fractions have a numerator of 1
Non unit fractions have a numerator greater than 1



YEAR 2 - Learning Journey (Summer) Time

What I already know:

I can talk about before and after with everyday activities. I know the days of the week. I recognise hours, minutes and seconds. I can tell the time to the hour and the half hour.

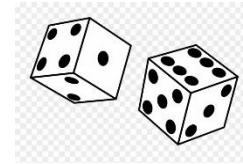
I recognise 1 quarter, and 1 half.

Key Vocabulary:


count, clockwise, anti clockwise, Analogue clocks
hour, minute, seconds, clock, digital, 60 seconds,
o'clock, quarter to, quarter past, half past.

O'clock and half past

Quarter past and quarter to.



Tell the time past the hour. tell the time to the hour

 $1+2=3$

Tell the time to 5 minutes

Minutes in an hour.



What I need to remember:

there are 60 seconds in 1 minute.

There are 60 mins in one hour.

There are 24 hours in a day.

Analogue clocks move clockwise.

Quarter of the way around is quarter past (12 O'clock)

Hours in a day



YEAR 2 - Learning Journey (Summer) Statistics

What I already know:

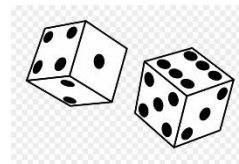
I can count in 2,5,10s
I know that coins are worth different values.

Key Vocabulary:


more, less, interpret, pictogram, table, tally chart,

Make tally charts

Make tables



Draw block diagrams


$$1+2=3$$

Interpret pictograms (1:1)

Draw pictograms (1:1)

Draw pictograms (2,5,10)



What I need to remember:
Read the value of each image,
is it worth 1,2,5 or 10.
Tally charts are recorded in
groups of 5, 4 sticks and a line
through all to mark 5.



Interpret pictograms (2,5,10)

YEAR 2 - Learning Journey (Summer) Position and Direction

What I already know:

I can describe turns

I can describe position: left and right, forwards and backwards, above and below.

I recognise ordinal numbers.

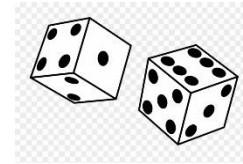
I can read time to quarter past, quarter to and half past.

Key Vocabulary:

above, below, in between, quarter, full turn, half turn, turn, three quarter, clockwise, anticlockwise, forwards, backwards, left, right.

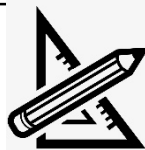
I can use the language of position.

I can describe movement



$$1+2=3$$

I can describe movements and turns



I can describe turns



I can describe patterns of shapes using the vocabulary of turns and movements

What I need to remember:
I need to think about which way an object is facing before deciding which way is forwards, backwards, left or right.
A shape does not change its size when it moves, just the way around it is facing and how far it has moved.

YEAR 2 HISTORY Kings and Queens - Learning Journey (Summer 2)

What I already know:

- I know what makes someone a significant person.
- I can name some people from History who have been significant and explain what they did.
- I know there are different ways to find out about the past and can name some sources (eg: Samuel Pepy diary, and Video of the moon landing).
- I know and can name some ways we find out about the past. that some historical sources are more reliable than others.

Key Vocabulary:

- royal, regal, reign, Monarch, Palace, banquet, tiara, crown, chronology, family tree, heir, sources
- compare, contrast, similar, different, tradition

Find out about the role of Monarchs: I know what a monarch is and the qualities needed to be a good Monarch.



I can find out about significant British Monarchs. I know what chronology means.



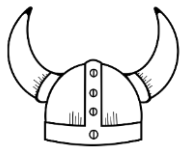
I can explain how the title of King or Queen is inherited.

I can research out how my own family history can be represented.

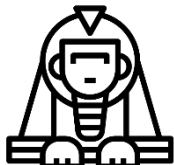
I can say how we can find out about the life and death of Richard the III
I can talk about some key facts about Richard III



I can describe what was eaten at medieval banquets. I can compare this to special meals in the present day.



I can research and compare the lives of Queen Elizabeth 1st and Queen Victoria.



What I need to remember:
I can place significant Monarchs in Chronological order.
I know some historical facts about British Monarchs: Queen Victoria, Queen Elizabeth 1, Richard II and our queen Elizabeth II.
I can name some ways we can find out about the past. (Including Primary and secondary sources)

YEAR 2 GEOGRAPHY - Learning Journey (Spring) Climate

What I already know:

I can draw a sketch map of where I live
I know how to use an atlas
I can name 7 continents
I can identify countries and continents.
I know where the UK is on a world map.

Key Vocabulary:

Climate, weather, hemisphere, equator, Alaska, adapt, environment, temperate, desert, mountainous, wilderness, tourist, temperature, permafrost.

I know where hot and cold climates are in the world



I can give reasons why the climate varies in different parts of the world.



I can describe what the climate is like in cold places.



I can describe what life is like in a polar climate.

I can describe how climate affects life for humans and animals in cold places.

I can describe what life is like in a hot climate.



I can explain how climate affects life in hot deserts.
I know that there are hot deserts and cold deserts.



What I need to remember:

Climate and weather are different.
Climate is measured over a long time (30yrs), weather is measured daily.
Countries closer to the equator are hotter than those further away. Our country has a temperate climate (we have seasons).
Animals and humans adapt to survive in different climates. A desert can describe a hot or a cold place. Antarctica is a desert.

YEAR 2 MUSIC - Learning Journey (Summer)

What I already know:

I can sing the song 'London's Burning' in a round.

I can name percussion instruments and use them to accompany music.

I can talk about how music creates a mood.

I can respond to changes in pitch using with up and down movement.

I can identify beat and know it is different from a rhythm.

Key Vocabulary:

beat, rhythm, accompany, temp, dynamics, timbre, score, improvisation, percussion, perform.

Weather: perform a rhythmic chant playing a rhythm pattern to accompany it.
Listen in detail to orchestral music.

Weather:
Perform a nursery rhyme as a rap.
Accompany song with repeated word patterns. Compose music to illustrate a story



Pattern: perform a steady beat.
Play patterns and match to a score

Pattern: Interpret a score to perform different beats.
Perform beat patterns with voices and percussion

Pattern: perform and create simple rhythms



Water: perform a melody using singing, instruments and exploring pitch.
Using musical scales, high notes and low notes in a composition.

Travel: respond to a song with movement.
Listen to contemporary orchestral music use simple musical vocabulary to describe music.



Travel: use instruments expressively.
understand simple notation

What I need to remember:

Accompany a song with 3 different word patterns.
Use musical vocabulary to describe a piece of music.
Know that pitch can be high and low notes. Use voices and instruments to demonstrate.
Use instruments expressively.
Compose music to illustrate a story.

YEAR 2 ART AND DESIGN - Learning Journey: Summer: Queen Elizabeth II

What I already know:

I know the primary and secondary colours.
I know how to choose colours and shapes.
I know the importance of animals in Native American artwork.
I know how to make artworks with texture and pattern.

Key Vocabulary:

Image, likeness, sketch, colour, tone, light, dark, oil paint, ink, paper, canvas, background, foreground, mood, compare, different, alike, pattern, realism, abstract, modern art, print, Warhol.

To observe images of Queen Elizabeth II and use line and shading to trace detailed portraits.

To experience mixing colours to create and select skin tones for portrait painting.



To imagine and explore collage in the work of Andy Warhol to make collage portraits.

To create multiple portrait prints on varied colour block backgrounds.



To refine print and collage designs to include side profiles, simplified shape and bold colours.



To reflect on designs and skills to complete and evaluate my final piece.

What I need to remember:
To look closely to find shape and proportion when using collage.
To use careful observation to make accurate copies.
To make transfer prints onto a variety of backgrounds.
To make bold designs based on the signature style of Warhol.

YEAR 2 SCIENCE - Learning Journey (Summer) Growing up

What I already know:

- I know that plants are suited to particular habitats.
- I know that plants need the correct conditions to grow in.
- I know humans need the correct amount and type of food and exercise to stay healthy.

Key Vocabulary:

- Observe, predict, compare, describe, explain,
- Life cycle, grow, develop, change, mature, chrysalis, reproduce, offspring

Mother and offspring



Life cycle of a human



Life cycle of mammals

Life cycle of amphibians

Life cycle of a butterfly



Are there patterns between the life cycles of different animals?



What I need to remember:

- I know that animals have a life cycle
- I know animals reproduce.
- I know a baby animal is called 'offspring'
- I know it is called a cycle because it keeps going.

YEAR 2 DESIGN TECHNOLOGY - Learning Journey: Summer

What I already know:

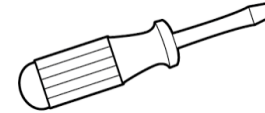
I can use different joining techniques.
I can evaluate different designs for a model.
I can construct my own 3d model.
I can match my model to my design.

Key Vocabulary:

Mechanism, component, free standing, construct, assemble, measure, plan, strengthen.

To observe images of castles and the mechanisms used within them.

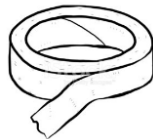
To experience using different mechanisms and creating replicas.



To imagine and explore:
Plan own castle design.
Label features.

To create a free standing cardboard castle with a movable drawbridge to keep the castle safe from dragons.

To refine model against original plan and make improvements.



To evaluate final product, demonstrating and explaining how mechanism functions.

What I need to remember:
To attach securely so that my model is free standing.
My mechanism must have a part which moves.
I can explain how my mechanism works and what I did to make it.

YEAR 2 COMPUTING - Learning Journey (Summer 1) Making Music

What I already know:

I know that information on a computer can be stored, saved and edited.

I know how to stay safe when I am using the internet.

I know that I must keep my password secure.

Key Vocabulary:

pattern, sequence, order, effect, save, retrieve, edit, series.

I can say how music makes me feel. I know it is written by humans

I can identify rhythms and patterns in music



I can describe how music can be used in different ways

I can show how music is made from a series of notes.

I can create digital music for a purpose.

What I need to remember:
Music is written by humans.
Computers can help us to sequence and create patterns in music.
Music is a series of notes.
I can create an effect by sequencing music in different ways.

I can talk about how musical sequences create different effects and can edit my work.



YEAR 2 COMPUTING - Learning Journey (Summer 2) Programming: Quizzes

What I already know:

A series of instructions is a sequence.
Programs are written.
Problems can be solved or avoided with programming,
this is called a debug.

Key Vocabulary:

**sequence, predict, program, instructions, series,
order, logical, outcomes.**

I can describe a series of instructions as a sequence

I can explain what happens when we change the order of instructions



I can choose a series of commands that can be run as a program.

I can use logical reasoning to predict the outcome of a program

I can trace a sequence to make a prediction.

What I need to remember:

**Instructions need to be in order (a sequence) so that the program can run.
The outcome can be predicted by following the logical sequence.**

I can test a prediction by running a sequence.

