

	Title: Swords and Sandles Text: Film: Song: Trip:								
Year 2 targets	7.6.21 Theme Week ()	14.6.21	21.6.21	28.6.21	5.7.21	12.7.21	19.7.21		Total time
English Genre		Discussion text	Discussion text	Explanation	Explanation	Instructions	Instructions		62.5
English Composition		<p>I can plan my writing by discussing it and talking about how to improve it using examples from other writers that I like.</p> <p>I can draft and write material such as instructions, using headings and sub-headings to organise my work.</p> <p>I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it.</p>	<p>I can plan my writing by discussing it and talking about how to improve it using examples from other writers that I like</p> <p>I can draft and write material such as instructions, using headings and sub-headings to organise my work.</p> <p>I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it.</p>	<p>I can plan my writing by discussing it and talking about how to improve it using examples from other writers that I like.</p> <p>I can draft and write material such as instructions, using headings and sub-headings to organise my work.</p> <p>I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it.</p>	<p>I can plan my writing by discussing it and talking about how to improve it using examples from other writers that I like.</p> <p>I can draft and write material such as instructions, using headings and sub-headings to organise my work.</p> <p>I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it</p>	<p>I can understand what the following words mean: word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas.</p> <p>I can use the prefixes un-, dis-, mis-, re-, pre-.</p> <p>I can spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.</p>	<p>I can plan my writing by discussing it and talking about how to improve it using examples from other writers that I like.</p> <p>I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it.</p> <p>I can rewrite my work making improvements by saying the work out loud, using the best words I know and making sure I: use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because.</p> <p>I can re-read my work to improve it for my audience.</p>		

English Grammar	I can use the present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play	Revision	Revision	Revision	Revision	Revision	Revision		
English Reading (DR/DSR)	Clarifying I can use the first two or three letters of a word to check its spelling in a dictionary I can use non-fiction texts to find out information on a subject.	Predicting I can predict what might happen from clues in what I have read. I can use non-fiction texts to find out information on a subject.	Making Connections I can understand what I have read, checking that it makes sense by talking to others about it. I can use non-fiction texts to find out information on a subject.	Inferring I can work out what a character in a book is feeling by the actions they take and can explain how I know. I can use non-fiction texts to find out information on a subject.	Evaluating I can tell you what a book that I am reading is about. I can use non-fiction texts to find out information on a subject.	Summarising I can tell someone about the main ideas in a paragraph. I can use non-fiction texts to find out information on a subject.	Questioning I can ask questions about the texts that I have read to help me understand them. I can use non-fiction texts to find out information on a subject.		
English Spelling	9.5 Revision – spelling rules we have learned in Stage 3.	9.5 Revision – spelling rules we have learned in Stage 3.	9.5 Year 3 words: Actual, Although, Answer, Appear, Arrive, Bicycle, Breath, Build, Busy, Calendar.	9.5 Year 3 words: Century, Circle, Complete, Continue, Decide, Early, Earth, Eight, Eighth, Extreme.	9.5 Year 3 words: Famous, February, Forward, Fruit, Grammar, Group, Guard, Heard, Heart, History.	9.5 Year 3 words: Interest, Island, Learn, Library, Minute, Natural, Notice, Often, Popular, Position, Possible, Pressure.	7.5 Promise, Purpose, Quarter, Question, Recent, Remember, Straight, Sentence, Suppose, Thought, Woman, Women.		
Maths	4 Time Tell the time on a clock face. I can do this if it uses Roman numerals from I to XII, and I can use 12-hour or 24-hour clocks.	5 Shape Draw 2-D shapes and make 3-D shapes using modelling materials. I can recognise 3-D shapes in different orientations. Shapes- recognise 2D and 3D shapes. Properties of 2D shapes.	5 Shape Measure the perimeter of simple 2-D shapes. Shapes- properties of 3D shapes.	5 Shape Recognise angles as properties of shape. I know that angles are a description of a turn.	5 Shape Spot right angles. I know that two right angles make a half-turn, three make three quarters of a turn and four make a full turn. I can spot when angles are greater or less than a right angle. Spot horizontal and vertical lines and pairs of perpendicular and parallel lines. Position and direction- describing movement, describing turns and patterns.	5 Consolidation	4 Consolidation		33

Science				<p>I can ask questions and use different types of scientific enquiries to answer them. I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>						
Computing		<p>1</p> <p>- Design, write and debug programs that control or simulate virtual events</p>	<p>1</p> <p>- Design, write and debug programs that control or simulate virtual events</p>	<p>1</p> <p>- Design, write and debug programs that control or simulate virtual events</p>	<p>1</p> <p>- Understand that computer networks enable the sharing of data and information</p>	<p>1</p> <p>- Use technology safely and recognise acceptable and unacceptable behaviour</p>	<p>1</p> <p>- Use logical reasoning to explain how some simple algorithms work</p>			6
History		<p>Describe memories of key events in his/her life using historical vocabulary. I can use an increasing range of common words and phrases relating to the passing of time. I can describe the Roman Empire and its impact on Britain (evident in Yr6's TT statements)</p>	<p>Describe memories of key events in his/her life using historical vocabulary. I can use an increasing range of common words and phrases relating to the passing of time. I can describe the Roman Empire and its impact on Britain (evident in Yr6's TT statements)</p>							7

Geography		Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc.	Understand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, location, industry, transport, settlement, water cycle etc.						0
Art									0
DT							<p>I can talk about the different food groups and name food from each group- link to history.</p> <p>I can understand that food has to be grown, farmed or caught in Europe and the wider world- link to history.</p> <p>I can use a wider variety of ingredients and techniques to prepare and combine ingredients safely.</p> <p>I can use my knowledge of existing products to design my own functional product.</p> <p>I can safely measure, mark out, cut, assemble and join with some accuracy.</p>		5
RE	0.75 Overview of religions (Signs and Symbols)	0.75 Overview of religions (Signs and Symbols)	0.75 Overview of religions (Signs and Symbols)	0.75 Overview of religions (Signs and Symbols)	0.75 Overview of religions (Signs and Symbols)	0.75 Overview of religions (Signs and Symbols)			4.5
Music					- Sing songs with multiple parts with increasing confidence - Find the pulse within the context of different				4

					<p>songs/music with ease</p> <ul style="list-style-type: none"> - Play and perform in solo or ensemble contexts with confidence - Understand that improvisation is when a composer makes up a tune within boundaries - Develop an understanding of formal, written notation which includes crotchets and rests 				
PE	<p>2 Real PE- Health and fitness</p> <p>I can use equipment appropriately and move and land safely.</p> <p>I can say how my body feels before, during and after exercise.</p> <p>I can explain why we need to warm-up and cool down.</p> <p>I can describe how and why my body changes during and after exercise.</p> <p>6 love</p>	<p>2 Real PE- Health and fitness</p> <p>I can use equipment appropriately and move and land safely.</p> <p>I can say how my body feels before, during and after exercise.</p> <p>I can explain why we need to warm-up and cool down.</p> <p>I can describe how and why my body changes during and after exercise.</p> <p>6 love</p>	<p>2 Real PE- Health and fitness</p> <p>I can use equipment appropriately and move and land safely.</p> <p>I can say how my body feels before, during and after exercise.</p> <p>I can explain why we need to warm-up and cool down.</p> <p>I can describe how and why my body changes during and after exercise.</p> <p>6 love</p>	<p>2 Real PE- Health and fitness</p> <p>I can use equipment appropriately and move and land safely.</p> <p>I can say how my body feels before, during and after exercise.</p> <p>I can explain why we need to warm-up and cool down.</p> <p>I can describe how and why my body changes during and after exercise.</p> <p>6 love</p>	<p>2 Real PE- Health and fitness</p> <p>I can use equipment appropriately and move and land safely.</p> <p>I can say how my body feels before, during and after exercise.</p> <p>I can explain why we need to warm-up and cool down.</p> <p>I can describe how and why my body changes during and after exercise.</p> <p>6 love</p>	<p>2 Real PE- Health and fitness</p> <p>I can use equipment appropriately and move and land safely.</p> <p>I can say how my body feels before, during and after exercise.</p> <p>I can explain why we need to warm-up and cool down.</p> <p>I can describe how and why my body changes during and after exercise.</p> <p>6 love</p>	<p>2 Real PE- Health and fitness</p> <p>I can use equipment appropriately and move and land safely.</p> <p>I can say how my body feels before, during and after exercise.</p> <p>I can explain why we need to warm-up and cool down.</p> <p>I can describe how and why my body changes during and after exercise.</p> <p>6 love</p>		14
PSHE	<p>0.75 understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby</p>	<p>0.75 understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow</p> <p>express how I might feel if I had a new baby in my family</p>	<p>0.75 understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</p> <p>identify how boys' and girls' bodies change on the outside during this</p>	<p>0.75 identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up</p>	<p>0.75 start to recognise stereotypical ideas I might have about parenting and family roles</p> <p>express how I feel when my ideas are challenged and be willing to change my ideas sometimes</p>	<p>0.75 identify what I am looking forward to when I am in Year 4</p> <p>start to think about changes I will make when I am in Year 4 and know how to go about this</p>			4.5

