



Year 2 SUMMER 2021

**The Tol is 'MAKING CONNECTIONS' and our CENTRAL INVESTIGATION is:
How has communication changed over time?**

We will investigate:

1. Early forms of communication
2. What forms of communication have developed over time?
3. To discover who made huge contributions to the evolution of communication
4. How has the internet, for example, impacted our lives?
5. To discover how people's lives were transformed by the evolution of communication and how quickly this is moving forwards

The <i>ATL's</i> we will show during this investigation are:	We will develop the following <i>SKILLS</i> :	The <i>ACTION</i> we might take is:	We will develop the following <i>PUPIL PROFILE</i> characteristic:
Curiosity, Commitment, Appreciation, Enthusiasm, Respect	<p style="text-align: center;">Communication</p> <p>Listening, Speaking, Reading, Writing, Viewing, Presenting, Non-verbal communication, Digital understanding</p> <p style="text-align: center;">Research</p> <p>Formulating questions, Observing, Planning, collecting data, recording data, Organising data, interpreting data, presenting findings,</p> <p style="text-align: center;">Social</p>	<p style="text-align: center;"><i>Pupil Action</i></p> <p>Affordable and clean energy, Decent work and economic growth, Industry, innovation and infrastructure, Reduced inequalities, Sustainable cities and communities, Responsible consumption and production, Developing key partnerships</p>	Confident, courageous, collaborative

	Accepting responsibility, Group decision making, adopting a variety of group roles, respecting others, resolving conflict, Cooperating and collaborating, Social and environmental responsibility, Global awareness, Leadership, Developing entrepreneurship		
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MATHEMATICS	ENGLISH	SCIENCE	HISTORY & GEOGRAPHY
<p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs</p> <p>Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward</p> <p>Show that multiplication of two numbers can be done in any order (commutative) and division of 1 number by another cannot Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.</p> <p>Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$ Recognise the place value of each digit in a two-digit number (10s,</p>	<p>Quest Stories; stories about a journey with a goal, which requires the characters to overcome obstacles</p> <p>Non-fiction texts: features of non-fiction texts, facts and research.</p> <p>Silly Stuff' – Language Play: tongue twisters, riddles, jokes. Writing our own jokes, tongue twisters, Limericks</p> <p>Different stories by the same author – Anthony Browne: Expressing preferences about books they have read, writing character profiles, identifying common features Writing persuasive back of book blurbs. Prepare a short report on Anthony Browne. Discuss ideas for an imaginative character to go into Browne's book</p>	<p>Use their observations and ideas to suggest answers to questions, performing simple tests.</p> <p>To observe clouds and perform simple tests to help understand their make-up.</p> <p>To identify daily weather patterns in the United Kingdom; Use a world map to name and locate the world's 7 continents.</p> <p>To use a range of tools and equipment to perform practical tasks. To perform simple tests with thermometers.</p> <p>To use observations to answer questions about the wind, rainfall, sun.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles; Use world</p>	<p>Studying Communication Then and Now.</p> <p>To find out about early writing systems, the development of writing and how early books were produced. How people sent messages to each other – post, telegraphs, telegrams, Morse code...The invention of the telephone and how this has developed over the years.</p> <p>Development in communications including the world wide web.</p> <p>To summarise the history of communication, ordering major events in a timeline. They will consider which invention was most important, giving reasons.</p>

<p>1s) Use place value and number facts to solve problems</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s; a two-digit number and tens; 2 two-digit numbers; adding three one-digit numbers Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</p> <p>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise) Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p> <p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare and order</p>		<p>maps to identify countries and continents.</p> <p>To use compass points and directional language to discuss seasonal and daily weather patterns.</p> <p>To gather and record data using weather instruments and use this to answer questions.</p>	<p>Studying the lives and inventions of William Caxton, Alexander Graham Bell, Tim Berners -Lee</p>
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ART & DESIGN TECHNOLOGY	COMPUTER SCIENCE	MUSIC AND DRAMA	PE & GAMES
<p>To use different equipment to make sun catchers.</p> <p>To use a range of materials to make a kite.</p> <p>To use a range of materials to make a wind streamer.</p> <p>To understand how media, materials and processes are used in others' work to convey ideas and meaning.</p> <p>Know how Art and design is used in communication, ideas and meaning.</p> <p>To study the art of Andy Goldsworthy and how he uses weather to help him create different art.</p>	<p>To continue to make our mazes using Scratch.</p> <p>To use paint programme to communicate our ideas.</p> <p>To use our knowledge of directions and angles to draw shapes and pictures using MSWLogo.</p>	<p>To explore different ways to communicate with one another using facial expressions, eye contact and body language</p> <p>To understand the importance of lyrics and how they can provoke imagination</p> <p>To explore observation exercises and how this is important in both music and drama</p> <p>To use freeze frames to communicate the key elements of storytelling</p> <p>To explore vocal range and how this can translate different feelings</p>	<p>This term pupils will be playing cricket and tennis, they will be practising their throwing and catching skills. Also competing in Athletics.</p>
<p>We will take Action from our ToI by:</p> <ol style="list-style-type: none"> 1. Making a choice 2. Acting on our choice 3. Reflecting on our choice 4. Presenting our choice to an audience <p>Our actions will impact, in some way, on the Eco-Schools 17 SDG's</p>	<p>In PSHEE we investigate and discover...</p>		
	<p>Dreams and Goals</p>		