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| **St. Peter’s Catholic Primary School** | **Year 2** | **Summer Term 2024/25** | **Teacher: T Drury** |

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| **Core Teaching Principles****(Pedagogy)** | **Sequencing concepts and modelling**Present new material using small steps.Provide models.Scaffolding. | **Questioning**Ask a range of open and differentiated questions to explore and extend understandingand reasoning skills. Targeted questioning | **Reviewing**Revisit prior learning.Build on prior knowledge and experience. | **Stages of practice**Whole class/shared.Guided practiceIndependent practice. | **Collaborative learning**Learning partnersKagan strategies | **Communication**OracySpeaking and listening activitiesExplicit teaching of vocabularyModelling by adults | **Active****Participation**No hands upLolly sticksTargeted questions | **Metacognition**Reflection of learning strategies that help them as a learnerModelling/Think aloud by adultsCritique/self evaluation/peer evaluation |

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| **ENGLISH** |  | **TERMLY TOPIC FOCUS:****Summer 1 – Geography - Features of coastal environments**A close-up of a house and a cliff  Description automatically generated**Summer 2 – History - Why is there an aircraft museum next to our school?** A group of icons with text  Description automatically generated |  | **MATHEMATICS** |
| **Writing**Core text: The Journey Home by Fran Preston-GannonPurpose: To entertainAudience: School display**Other texts TBC.** | **White Rose Maths Programme**Block 1 – Number – **Fractions**Block 2 – Measurement – **Time**Block 3 – **Statistics**Block 4 – Geometry – **Position and Direction** |
| **Reading**Little Wandle reading sessions- 3x per week.Whole class reading sessions- 2x per week.Story time- 10 mins each day.Regular Reading for Pleasure opportunities. |
| **SPaG**Discreet SPaG sessions to be delivered as required.SPaG teaching contextualised within writing lessons.Little Wandle Spelling sessions – 5x week. |

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| **GEOGRAPHY** |  | **SCIENCE**  |  | **RE** |
| **Over-riding theme: Features of coastal environments*** Where have you been for a coastal holiday in the UK? What are the human and physical features of a coastal town/Cleethorpes?
* What are the human and physical features of a coastal town in Madagascar? How do these compare to Cleethorpes?
* What is it like to live in a Madagascan village?
 | **Summer 1 – Animals including Humans****NC objectives -** Pupils should be taught to:* notice that animals, including humans, have offspring which grow into adults
* find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
* describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

**Summer 2 – Plants** **NC objectives -** Pupils should be taught to:* observe and describe how seeds and bulbs grow into mature plants
* find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
 | **To Know You More Clearly Programme**Summer 1 - To the Ends of the EarthSummer 2 – Dialogue and Encounter |
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| **HISTORY** |  | **ART and DESIGN TECHNOLOGY** |  | **PE** |
| **History of Transport****Enquiry question: Why is there an aircraft museum next to our school?** * Why is there an airport in Doncaster?
* How did people travel long distances before aeroplanes were invented?
* How do astronauts get to space?
 |  **Art** * Mixed media (collage) – coral reef inspired art piece
* Sculpture (paper mâché) – hot air balloon

**Design technology**Twinkl Programme* Sensational Salads
 | **Get Set 4 P.E. Programme**Summer 1* Striking and Fielding
* Sending and Receiving

Summer 2* Athletics
* Ball skills
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| **COMPUTING** |  | **PSHE / RSE** |  | **MUSIC** |
| **Teach Computing Programme**Summer 1 – Creating media – Digital musicSummer 2 – Programming B – Programming quizzes | TenTen Life to the Full Programme Summer 1 - KS1 Module 1 Unit 4 AND KS1, Module 2, Unit 3Summer 2 - KS1, Module 3, Unit 1 AND KS1, Module 3, Unit 2 | **Charanga Programme**Summer 1* Friendship song

Summer 2* Reflect, rewind and replay
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