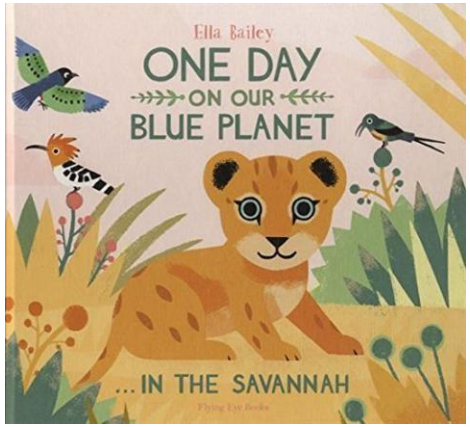
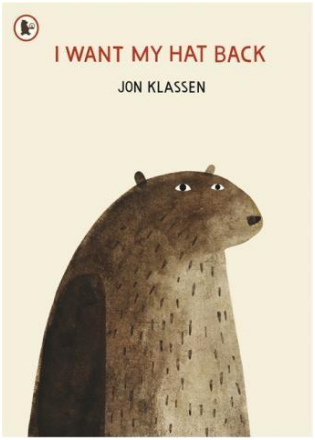
HARMONY Primary School

Year 2 - Summer 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English	**Quest and Adventure Stories** Explore features of a quest story – plot, characters, tension. Sequence events; roleplay a scene and infer character motivation; use a story map to show tension. Compose a simple quest journey. **Grammar focus:** Identify and use sentences with different forms	**Quest and Adventure Stories** Read another quest story, exploring the language features, plot and setting. Generate evocative words and phrases to describe a setting. **Grammar focus:** Use and distinguish past and present tense	**Recounts** Read a story and retell events using time connectives. Invent a different ending for a story. Plan and write a recount using time connectives. **Grammar focus:** Punctuate questions with question marks and sentences with full stops and exclamation marks.	**Recounts** Explore a story and sequence events. Read and write about the events in a story. Read another text and carry out comprehension activities. Imagine events inspired by those read and record ideas for a recount. **Grammar focus:** Use grammatical terminology	**Poems About Birds** Identify and discuss features of a poem. Listen to and enjoy poems and discuss word-reading strategies. Plan and write a poem based on those read, using poetic language. **Grammar focus:** Use expanded noun phrases in writing descriptions	**Poems About Birds** Children use their imagination to write a class poem about where they would go if they could fly like a bird. They look at eagles and swans and find exciting vocabulary. **Grammar focus:** Use familiar and new punctuation correctly
Maths	**Statistics** In this block, children are introduced to statistics and different representations of data for the first time. They use tally charts to systematically record data.	**Statistics** Children consider examples of data where symbols representing one item are not appropriate, as they would take a long time to draw and take up too much space. Initially,	**Position and Direction** Children start by describing the position of objects using left and right. Discuss methods for remembering which way is left and which way is right. They then think about other language to	**Position and Direction** In this step, children explore patterns that involve turns. They identify what the next shapes in the pattern are and what direction they face. children use the language of quarter, half,	**Consolidation** This provides an opportunity to revisit skills content covered this year. This also provides the opportunity to ensure any possible gaps in understanding are addressed before children move on.	

		children are given keys to use, but they then move on to choosing the most appropriate key depending on the data.	describe position, such as above, below and between.	three-quarter turns as well as clockwise and anticlockwise.	
Science	**HABITATS**				
	In the Habitats project, your child will learn what a habitat provides for the plants and animals that live there and that habitats contain both living and non-living things. They will identify living things using the seven life processes and sort the non-living things into those that have lived and those that have never lived.	They will use spotting sheets to identify plants and animals from a woodland habitat by carefully observing their physical characteristics. They will research how a woodland habitat provides the things necessary for the survival of the animals that live there. Your child will learn about food chains and construct their own food chains for the woodland habitat.		They will investigate the different ways prey animals avoid being eaten and conduct an investigation into animal camouflage. They will also look at the different methods plants use to avoid being eaten and group them according to how they defend themselves. Your child will then use the skills they have learned in the project to investigate the living things, food chains and adaptations in a mystery habitat.	
Guided Reading	**One Day on Our Blue Planet**  The bold illustrations show a wide range of animals from the African Savannah in their natural environment, which may be new to the			**I want my Hat back**  The development of the main character across the narrative, simple setting and classic plot make this book a powerful stimulus for teaching	

	children, offering a wonderful opportunity to explore and extend vocabulary. The book links well with the National Curriculum schemes of work for science in Key Stage 1 and gives a wonderful opportunity for children to explore non-fiction writing around Lions and other Savannah animals as well as poetry to explore settings and animals. The carefully crafted text allows ample opportunity to highlight features of the KS1 curriculum focus on vocabulary, grammar and punctuation, which will be explored as the sequence unfolds.	children to understand characterisation and plot. The language of the text offers readers a good model for their own writing and the main dilemma presents the opportunity for meaningful drama opportunities for writing in role
Topic	**MOVERS AND SHAKERS**	
	In the Movers and Shakers project, your child will learn five statements from Dawson's model that will help them identify people who are historically significant and use the words year, decade and century to describe dates and times. They will study the life and impact of a significant person in the locality and of 10 significant individuals from around the world.	In the Movers and Shakers project, your child will learn five statements from Dawson's model that will help them identify people who are historically significant and use the words year, decade and century to describe dates and times. They will study the life and impact of a significant person in the locality and of 10 significant individuals from around the world.
Art & DT	**PUSH AND PULL**	
	This project teaches children about three types of mechanisms: sliders, levers, and linkages, and how they are used in everyday products. Children explore and experiment with these mechanisms by making simple models before designing and creating a greetings card with a moving part.	Through hands-on learning, they develop their understanding of forces and movement, linking their work to scientific concepts in physics. Finally, they evaluate their finished product against design criteria, considering functionality, materials, and effectiveness.
PSHE	**HOW DO WE RECOGNISE OUR FEELINGS?**	
	In this unit, children learn how to recognise, name and describe a range of feelings, what helps them to feel good, or better if not feeling good.	They learn how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group). They learn how feelings can affect people in their bodies and their behaviour.	They learn ways to manage big feelings and the importance of sharing their feelings with someone they trust, as well as how to recognise when they might need help with feelings and how to ask for help when they need it

PE	BAT AND BALL
	In this bat and ball unit, children develop fundamental striking and hitting skills using a variety of equipment. They begin by learning how to hold and control a racket before practicing striking a ball with accuracy and coordination. As they progress, they apply their skills in simple games, explore using rounders bats, and refine their techniques in different activities. The unit concludes with children using their developed skills in small games, improving their confidence, teamwork, and hand-eye coordination.