

Summer 1 term plan 2022-2023

Year 2

| TERM: Summer 1 | | | | | | | |
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| Wider curriculum (Democracy) | To learn about what rules are, why they are needed, and why different rules are needed for different situations. | To explore how people and other living things have different needs; about the responsibilities of caring for them. | To understand and learn about things they can do to help look after their environment. | To exercise our democratic right to vote on a cause for our school environment. | | | |
| RE Easter tide | To know that Jesus rose from the dead and still lives to be with us. <ul style="list-style-type: none"> Jesus Appears | To know that Jesus rose from the dead and still lives to be with us. <ul style="list-style-type: none"> Jesus goes back to Heaven | To know that Jesus told the disciples that he would go back to Heaven but promised that the Holy Spirit would come. | To know that Jesus returned to Heaven and promised to return again and this gives us hope. | To know the story of Pentecost and that the Holy Spirit is promised to us. | To know the story of Pentecost and that the Holy Spirit is promised to us. | |
| Science Plants | SP 2 Magazine Article | Seasonal Changes - Summer Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies | Yr 1: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Yr 2: Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy | Identify and describe the basic structure of a variety of common flowering plants, including trees. Yr 2: Observe and describe how seeds and bulbs grow into mature plants | Scientific Enquiry - Growing a plant in different conditions. SE: Performing simple tests. | Scientific Enquiry - Growing a plant in different conditions SE: Observing closely, using simple equipment. | Scientific Enquiry - Writing report on our findings from experiment. SE: Asking simple questions and recognising that they can be answered in different ways |

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| RSE | | | | | Feelings Likes and Dislikes | Feelings Inside Out | Super Susie Gets Angry |
| History | To know where people and events fit within a chronological framework in the Victorian era. | To develop awareness of the past, using common words and phrases relating to the passing of time from the Victorian era to present day. | To identify similarities and differences between ways of life in the Victorian era to present day. | To choose and use parts of stories and other sources to show and understand the building and destruction of The Crystal Palace. | To understand some of the ways we find out about the past and identify different ways in which it is represented. | To ask and answer questions about how Crystal Palace has changed to present day. | Trip to Crystal Palace Park and Museum |
| Geography | Taught Spring 2 | | | | | | |
| Computing | Technology Outside of School: What is Technology? | Technology Outside of School: Technology outside school. | Creating Pictures: Introduction and Impressionism | Creating Pictures: Pointillist Art | Creating Pictures: Piet Mondrian | Grouping and Sorting: Sorting Away from the Computer | Grouping and Sorting: Sorting on the Computer |
| Art | Use simple painting program to create a picture. | Use tools like fill and brushes in painting package. | Go back and change a picture. | Use simple mark-making tools eg brush and pen tools. | Edit their own work | Take photographs of themselves displaying different moods. | Change their photographic images on a computer. |
| Design and Technology | Taught Spring 2 | | | | | | |
| Music | Step 1: Friendship Song | Step 2: Friendship Song | Step 3: Friendship Song | Step 4: Friendship Song | Step 5: Friendship Song | Step 6: Friendship Song | |
| Cultural capital opportunities | <ul style="list-style-type: none"> ● Edible Plan Workshop ● Crystal Palace Park Trip | | | | | | |



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| Focus weeks | Science Week W/B 15th May | |
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