

















2023 - 2024		Summer 1				Summer 2					
Year 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	Picture book and respond to it in a variety of teaching approaches including pathising with the character. Multiple ies. Writing in the first ng of key moments. Features of a e. ss, adjectives, adverbs. Effective		<b>Minibeasts: Lifecycles, Habitats &amp; Food Chains</b>  Comparison of fiction and non-fiction texts. Features of Information-text. Use for research.  Writing: Fact Files on worms. Explanatory writing using extended sentences. Information writing. (Empathetic) letter of apology. Imaginative diary entry.  Grammar: Coordinating and Subordinating conjunctions		<b>Alternative Traditional Tales</b>  Writing to entertain. Building on own knowledge of traditional tales and adapting for effect (humour/interest)		<b>Plants: Growth, survival and adaptation</b>  To engage children with a story with which they will empathise; To explore, develop and sustain ideas through talk; To write for meaning and purpose in a variety of narrative and non-narrative forms.  Writing: Map making/labeling. Character study. Personification in texts. Persuasive writing.  Grammar: Effective vocabulary and punctuation. Sentence structure.  Editing: Skills required to polish our writing including Corrections, Additions and Revisions.			<b>History of Coombe Hill Infants Site</b>  See History and Geography rows below	<b>Summer Poetry Week</b>  Features of a variety of poems.  Class/Individual poetry composition.  Performance and publishing.
Complementary Texts											
	programme: Spelling units 11-15				Assessment Week	Little Wandle Programme: Spelling units 11-15					
Spelling & Phonics						Details coming February 2024					
Spellings											
Grammar & Punctuation	Verbs for effect	Adverbs for effect	Homophones	Revision							
											
Maths	ions of a length, shape, set of ts of 6 ÷ 3 and recognise the		<b>Measurement: Time</b> <ul style="list-style-type: none"><li>Know the number of minutes in an hour and the number of hours in a day.</li><li>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</li><li>Compare and sequence intervals of time</li></ul>		<b>Statistics</b> <ul style="list-style-type: none"><li>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</li><li>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</li><li>Opportunity to apply this skill: for data collection on class tick sheet&gt; tally&gt; pictogram</li><li>Ask and answer questions about totalling and comparing categorical data.</li></ul>		<b>Position and Direction</b> <ul style="list-style-type: none"><li>Use mathematical vocabulary to describe position, direction and movement</li><li>Order and arrange combinations of mathematical objects in patterns/sequences</li></ul>		<b>Consolidation</b> <ul style="list-style-type: none"><li>Shape</li><li>Multiplication</li><li>Division</li></ul>	<b>Maths Games</b> <ul style="list-style-type: none"><li>Design your own mathematical game</li><li>Play and evaluate</li><li>Improve your design</li></ul>	
Science	r microhabitat earthworm earthworm erfly & frog  s, suggest answers				<b>Plants</b> <b>Knowledge:</b> <ul style="list-style-type: none"><li>Know what's needed for germination/healthy growth</li><li>The key different habitats around the world</li><li>Plants adapted to their habitat and environmental awareness</li></ul> <b>Skills:</b> <ul style="list-style-type: none"><li>Plant own seeds, observe &amp; record growth over time (Plant in Spring 2)</li><li>To plan &amp; set up own cress expt - comparative testing</li><li>plan &amp; carry out own research on the ch. in class - Statistics</li><li>rot or not - check the accuracy of predictions</li></ul>						
Geography	ge n of Great Britain and Northern Ireland Wales Scotland Northern  nd identify characteristics of the 4 countries of the  re the capital cities and some large cities within the UK				<b>Geographical skills and fieldwork</b> The geographic importance of the Coombe Hill School site: <ul style="list-style-type: none"><li>To use aerial images and plan perspectives to recognise landmarks and basic human and physical features</li><li>To be able to use map and understand the fieldwork skills to be a geographer</li><li>To devise simple maps and use and construct basic symbols in a key, and grid references</li><li>To use simple compass directions (North, East, South and West)</li></ul>						
History										<b>Significant historical events, people and places in their own locality</b> <ul style="list-style-type: none"><li>To know that Kingston is a historically significant place due to its geographic setting</li><li>Understand the importance of Coombe Conduit providing safe water for Hampton Court Palace</li><li>To understand the historic use of Coombe Hill</li></ul>	
PSHE	Friends and Conflict	Secrets	Trust and Appreciation	Life Cycles in Nature	Growing from Young to Old	The Changing Me	Our Bodies	Assertiveness	Looking Ahead	Transition to new class	<b>Transition</b> Preparing for Summer break
Art & Design	Making a clay tile to commemorate the King's coronation	Paper hat design	Paint clay tiles Shading techniques - hatching/cross hatching etc	Digital art	Collographs - repeated image	Positive and negative space	Observational drawing of shoe	Wildflowers Watercolours	D&T		Decorate wooden frames
Design & Technology		Cooking: Parent helpers required Mud cake with "mini beasts"				Textiles: Parent helpers required Design, make and evaluate a bookmark using binca and sewing techniques			Designing & making felt purses	Sewing felt purses	
Music	<b>Drumming</b> To understand how different dynamics are made on a djembe drum. To know that a rhythm is different lengths of notes put together  Performance										<b>Singing</b> Leavers Assembly Songs
Computing	ite  e and retrieve digital content  retrieving, editing, sharing & images, formatting, transitions				<b>Information Technology - making and designing with technology</b> <ul style="list-style-type: none"><li>To use technology purposefully to create digital content.</li><li>To use a range of tools to create digitally, such as lines, shapes, colour and text</li><li>To make careful choices and evaluate my designs</li><li>To compare digital art with other mediums of art</li></ul>					<b>e-Safety</b> <ul style="list-style-type: none"><li>How to be safe using the internet</li></ul>	
PE	ng equipment  g 'o' war				<b>Swimming</b> <ul style="list-style-type: none"><li>Water safety, water confidence, front crawl, breaststroke, backstroke</li></ul> <b>Athletics</b> <ul style="list-style-type: none"><li>Running, relay, throwing, catching, tug 'o' war</li></ul>			<b>Living in a Faith Community</b>			
RE	ih, Hajj, crescent moon				<b>Special Places (of Worship)</b> <ul style="list-style-type: none"><li>Churches, Mosques, Synagogues, Temples</li></ul>			<b>Love, community and a case study</b>			