

Year 2 Summer



English

Writing

I know the possessive apostrophe (singular) [for example, the girl's book].
I can distinguish between homophones and near-homophones.
I can write poetry.
I can make simple additions, revisions and corrections to my own writing.
I can evaluate my writing with the teacher and other pupils.
I can re-read to check that my writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
I can proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
I can read aloud what I have written with appropriate intonation to make the meaning clear.
I can start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
I can use the grammar for year 2 in English Appendix 2.
I can use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Reading

I can recite some poems by heart with some appropriate intonation.
I notice patterned language in stories and poems.
I can discuss and express views about a wide range poetry.
I can check that a text makes sense and correct inaccurate reading
I can explain and discuss my understanding of books, poems and other material, both those that I have listened to and read.

I can read and comment on unusual correspondence between grapheme and phoneme.
I can read common exception words.
I can read most suitable books accurately, showing fluency and confidence.

Speaking and Listening

I can articulate and justify answers, arguments and opinions.
I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring new ideas.
I can perform a simple poem from memory.

Maths

Statistics

I can interpret and construct pictograms, tally charts, block diagram and simple tables.
I can order and arrange combinations of mathematical objects in patterns and sequences.
I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.

Fractions

I can name the fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ and can find fractional values of shapes, lengths and numbers.
I can write simple fractions for example, $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

Time

I can compare and sequence intervals of time.
I know the number of minutes in an hour and the number of hours in a day.
I can tell and write the time to 5-minute intervals and draw the hands on a clock face to show these times.
I can tell and write the time including quarter past/to the hour and draw the hands on a clock face to show these times.

Measurement

I can choose and use appropriate standard units to estimate length, height, temperature and capacity.

Position and Direction

I can 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).

Spelling

I can add -ed, -ing, -er and -est to root words ending in consonant- letter-y
I can add the endings -ing, -ed, -er, -est and -y to words ending in vowel- letter-consonant-letter-e
I can add -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter.



Art

- To print by pressing and rubbing.
- To print by rolling and stamping.
- To find and describe different textures and patterns.
- To design a polystyrene printing tile.
- To create a print in the style of Andy Warhol.
- To create effects and textures using an It paint package.

Music

Singing

- I can sing songs with varying dynamics and tempo.

Listening

- I can begin to group beats in 2s and 3s by finding the strongest beat.

Composing

- I can use dot or stick notation to record my composition.

Performing

- I can perform my own chanted rhythm pattern.

Musical Notation

- I can create rhythm patterns using stick notation including crotchets and quavers.

PSHE

Families and people who care for me

- I can respect the differences and similarities between people
- I can identify how special people can care for one another.
- I know about people who look me and who is in my family network.
- I know who to go to if I am worried and how to attract their attention.

Respectful Relationships (including online)

- I can recognise that behaviour can affect other people.
- I can listen to other people and play and work co-operatively using strategies to resolve simple arguments through negotiation.
- I know that people have responsibilities to protect people and living things.
- I understand about strategies to resist teasing or bullying if I experience or witness it.
- I understand the rules for keeping safe online.

Being Safe (including internet safety and harms)

- I know what is meant by privacy.
- I understand my right to keep things private
- I understand the importance of respecting others privacy.
- I can recognise that I share responsibility for keeping myself and others safe.
- I know when to say 'yes', 'no', 'I'll ask' and 'I'll tell'.
- I understand the benefits of reducing the amount of time I spend online. And electronic devices.

Physical health and fitness

- I can make real and informed choices that improve my physical health.
- I can communicate about healthy lifestyles to the people who look after me.
- I understand what foods and drinks can contribute to poor dental health.
- I know the importance of good quality sleep.
- I understand the responsibility I have for others health.
- I can develop simple skills to help prevent diseases

The Seaside

History

Historical Chronology

- I can explain the similarities and differences between Emily Davison and Rosa Parks' life and our lives now.

Historical Concepts

- I can give more than one cause of an event and give a reason why people in the past acted as they did.

Historical Interpretation

- I can explain the change they made to the world and how their actions effect my life.

Historical Enquiry

- I can ask and answer questions, choosing & using parts of stories and other sources of information to show I know and understand key features of events.

Historical Communication

- I can recount the life of someone famous who lived in the past giving attention to what they did earlier and what

Geography

Locational

- I can locate and identify key features of Blackpool.
- Place
- I can study the human and physical geography of Blackpool.

Human/physical

- I can use geographical vocabulary to describe Blackpool

Skills/fieldwork

- I can use simple compass directions.
- I can use locational and directional language to describe the routes on a map.
- I can aerial photographs to recognise human and physical features of Blackpool.

Design Technology

Design

- I can design purposeful, functional, appealing products based on design criteria.

Make

- I can select from and use a wide range of ingredients.
- I can explain the characteristics, flavours and health benefits of different foods.

Evaluate

- I can explore and evaluate a range of existing products relating to a key engineer.
- I can evaluate my ideas and products against design criteria.

Technical Knowledge

- I can explain where my ingredients come from.

Year 2 Summer



Computing

Making Music

- To say how music can make us feel
- To identify that there are patterns in music
- To experiment with sound using a computer
- To use a computer to create a musical pattern
- To create music for a purpose
- To review and refine our computer work

Pictograms

- To recognise that we can count and compare objects using tally charts
- To recognise that objects can be represented as pictures
- To create a pictogram
- To select objects by attribute and make comparisons
- To recognise that people can be described by attributes
- To explain that we can present information using a computer

RE

Islam:

- I can explain what belonging means to me and give examples of where I belong.
- I know the Mosque is a special place of worship for Muslims and can suggest reasons for why they visit.
- I can understand how meeting in a certain place could make me feel like I belong.
- I can explain what happens when Muslims pray alone or at the mosque.
- I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.
- I can tell you about a special journey and why it was special to me.
- I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims.
- I can start to think about the significance of Hajj to a Muslim.
- I can begin to explain why Hajj is important to Muslims.

Science

Scientific Knowledge

- I can observe and describe how seeds and bulbs grow into mature plants.
- I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Working Scientifically

- I can observe closely, using simple equipment.
- I can perform simple tests.
- I can use my observations and ideas to suggest answers to questions.
- I can gather and record data to help in answering questions.

PE

Striking and Fielding

- I can track a rolling ball and collect it.
- I can develop accuracy in underarm throwing and consistency in catching when fielding a ball.
- I can develop accuracy with overarm throwing to send a ball over a greater distance.
- I can strike a ball for distance and accuracy.
- I can develop skills in decision making.
- I can make a decision under pressure.
- I can move on and off apparatus safely.

Athletics

- I can change speed and direction while running.
- I can perform a variety of throws with control and co-ordination.
- I can jump from a standing position with accuracy.
- I can perform 1:1 (hopping), 1:2 (two footed to 1-footed = hopscotch motion), 2:2 (2 foot) jumps.

MFL

Speaking

- I can say 2 or 3 colours in Spanish and say the names in English
- I can ask for an ice cream in Spanish using 'quisiero' (I want)

Listening

- I can listen and join in with the 'colour song' and say the colour name in English

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