

Year 2 Summer 1

# Up, Up and Away

## BIG QUESTION...

How can machines fly?



Buckle up your seatbelts as we are about to take off!  
Flying! Soaring! Gliding!

This is the topic where we take to the skies learning about the earliest individuals who contributed to humans being able to fly and the developments of flight made over time.

We will design and make kites that represent ourselves, explore the best paper aeroplanes that travel the furthest distances and culminate our learning with our 'Come Fly with Me' Day where our Year 2 will dress as pilots, cabin crew or inhabitants of far off lands and engage in activities throughout the day which will conclude our learning this half term.

So whether you prefer to fly by aeroplane, helicopter or hot air balloon...  
Your journey up through the clouds awaits!



## In this topic, you will...

<b>Reading</b>	<ul style="list-style-type: none"><li>• Continue guided reading sessions in a small group with peers, developing confidence and discussion with the support of an adult.</li><li>• Continue to build a love of reading during golden reading time, where the children can read anything they like from comics, children's newspapers, stories, non-fiction with their friends or independently.</li><li>• Continue to read words containing common suffixes.</li><li>• Read further common exception words, noting usual correspondences between spelling and sound.</li><li>• Notice and explain how non-fiction books are structured in a different way.</li><li>• Continue to discuss their favourite words and phrases.</li><li>• Develop skills of checking that the text makes sense to them as they read and correct inaccuracies.</li><li>• Make inferences on what is being said and done.</li><li>• Explore how words and phrases encapsulate how a character is feeling.</li></ul>
<b>Writing</b>	<ul style="list-style-type: none"><li>• Match suffixes to root words: -ful, -less, -ly;-s, -es, -ness, -ment.</li><li>• Say a simple sentence in the: present tense and past tense.</li><li>• Write a simple sentence in the; present tense and past tense.</li><li>• Change a simple sentence from the: present tense to the past tense; or past tense to the present tense.</li><li>• Identify whether a simple sentence is in the present or past tense.</li><li>• Continue to use other subordinating conjunctions; so, when, if.</li><li>• Practise using contracted forms accurately within their writing.</li><li>• Distinguish between homophones and near homophones.</li><li>• Continue to build stamina with independent writing through-out the term.</li><li>• Continue to develop proofreading skills to check that writing makes sense and capital letters and punctuation are accurately used. Practised both independently and with a partner.</li><li>• Create writing for a range of purposes and audiences, including poems, descriptions, newspaper reports and stories.</li></ul>
<b>Mathematics</b>	<p>Our Maths learning for this half term will focus on Measure, length and time The children will learn to:</p> <ul style="list-style-type: none"><li>• Compare lengths and heights</li><li>• Measure length in cms</li><li>• Measure length in m</li><li>• Compare and order lengths</li><li>• Four operations with length</li><li>• Problem solve with lengths</li><li>• Describe position, movement and turns</li><li>• Make patterns with shape</li><li>• Telling the time to the hour</li><li>• Telling the time to half past</li><li>• Telling the time to quarter past and to</li><li>• Telling the time to the nearest 5 minutes</li></ul> <p>We also continue lots of practise of the four operations (+,-,x and ÷)</p>

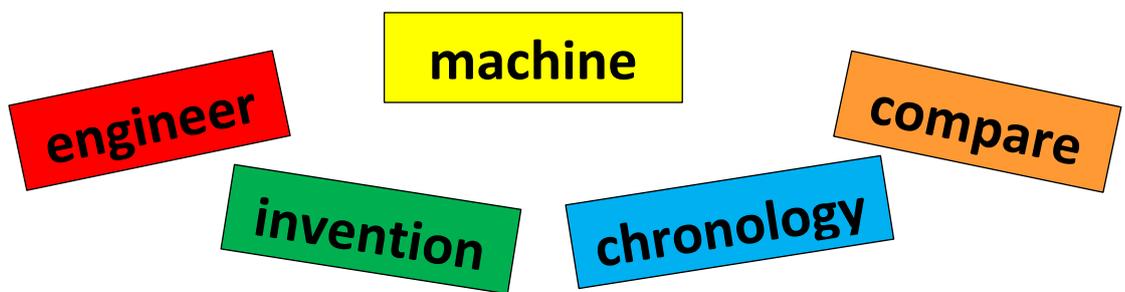
<b>Science</b>	<p>Our Science learning for this half term will focus on Animals including humans. The children will learn to:</p> <ul style="list-style-type: none"> <li>• Investigate how I can improve my performance on the running track over time.</li> <li>• Understand how a chick changes as it grows.</li> <li>• Find out &amp; describe the basic needs of animals, including humans for survival.</li> <li>• Investigate if I have improved my performance on the running track over time.</li> <li>• Practise checking their own pulse after exercise and observe the changes.</li> <li>• Know how and why I should keep myself clean.</li> <li>• Give reasons why humans need to exercise.</li> </ul>
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## In this topic, you will...

<b>History</b>	<p>Our History learning for this half term will focus on the development of flight and significant individuals. The children will learn:</p> <ul style="list-style-type: none"> <li>• To discover what the children already know about flight.</li> <li>• About the early ways people tried to fly.</li> <li>• About the Montgolfier Brothers' hot air balloon.</li> <li>• To sequence pictures to show the chronological development of flight.</li> <li>• To learn about the Wright Brothers and the world's first successful aeroplane flight.</li> <li>• To use sources to ask questions and find answers.</li> <li>• About the historical significance of Amy Johnson</li> <li>• About and compare the life of Bessie Coleman to other significant early aviators</li> <li>• To consider the impact of the development of flight in our world today.</li> </ul>
<b>DT</b>	<p>Our DT learning for this half term will focus on building kites The children will learn to:</p> <ul style="list-style-type: none"> <li>• Develop design criteria</li> <li>• Develop and communicate a design for my kite</li> <li>• Build a kite using design criteria</li> <li>• Evaluate their design and creation with their peers</li> </ul>
<b>P.S.H.E</b>	<p>Our PSHE learning for this half term will focus on The children will learn to:</p> <ul style="list-style-type: none"> <li>• Recognise that families come in different forms and to know why it is important to share and cooperate with our families.</li> <li>• Understand what acceptable and unacceptable forms of physical contact are.</li> <li>• Identify some of the things that cause conflict with my friends and to recognise how to solve them.</li> <li>• Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.</li> <li>• Recognise and appreciate people who can help me in my family my school and my community.</li> <li>• Accept and express appreciation for the people in my special relationships.</li> </ul>
<b>Physical Education</b>	<p>Our PE learning for this half term will focus on Fitness and Strike and Fielding. The children will learn to: <u>Strike and fielding</u></p> <ul style="list-style-type: none"> <li>• Roll a ball towards a target.</li> <li>• Track a rolling ball quickly to limit a batter's score.</li> <li>• Develop accuracy in underarm throwing and consistency in catching when fielding a ball.</li> <li>• Develop overarm throwing.</li> <li>• Develop striking a ball with their hand and equipment.</li> </ul>

	<ul style="list-style-type: none"> <li>• Retrieve a ball when fielding.</li> <li>• Understand how to get a batter out.</li> <li>• Develop decision making and understand how to score points.</li> </ul> <p><u>Fitness</u></p> <ul style="list-style-type: none"> <li>• Develop co-ordination through hula hoop skills.</li> <li>• Develop co-ordination and timing when jumping in a long rope.</li> <li>• Develop individual skipping.</li> <li>• Take part in a circuit to develop stamina and co-ordination.</li> <li>• Take part in a circuit to develop stamina and agility.</li> <li>• Explore exercises that use your own body weight.</li> </ul>
<b>Religious Education</b>	<p>Our RE learning for this half term will focus on Leaders.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> <li>• Identify a variety of different leaders.</li> <li>• Understand the responsibilities and characteristics of a leader.</li> <li>• Name and learn key responsibilities of some religious leaders.</li> <li>• Describe some of the day to day jobs of a religious leader.</li> <li>• Generate relevant questions about leadership/authority based on what you have been told.</li> </ul>
<b>ALZ</b>	<p>The ALZ or Active Learning Zone is a separate area to the classrooms run by a dedicated member of staff, six children from each class access the provision each session. Children are able to explore their learning in an active and practical manner and are set challenges and tasks which extend their learning and problem-solving skills. The teacher can use these opportunities to observe learning and make assessments.</p>

**TOP 5 WORDS to know by the end of this topic:**



**Useful websites to enhance learning:**

- <https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>
- <https://www.ictgames.com/>
- <https://www.phonicsplay.co.uk/>
- <https://www.scratchjr.org/>
- <https://www.bbc.co.uk/bitesize/topics/zvb76v4/articles/zbmkhbk>
- <https://www.bbc.co.uk/bitesize/clips/z82xpv4>
- <https://www.onceuponapicture.co.uk/>

Great books you could read:

