

Hazel Wood Year 2
Summer 1: 12.04.27-28.05.27

Miranda the Castaway 12/04/27-07/05/27 (4 weeks)		Values Week 10/05/27-14/05/27 (1 week)		Growing??? 17/05/27-28/05/27 (2 weeks Summer 1 and 2 weeks in Summer 2)	
English - Writing Please see Year 2 Long Term Writing Plan					
Maths Please see Year 2 Long Term Plan					
Science: Materials - Distinguish between an object and the material from which it is made. - Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. - Describe the simple physical properties of a variety of everyday materials. - Compare and group together a variety of everyday materials on the basis of their simple physical properties. - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.		Whole School Values Week - linked to one of the Schools Values and Sustainability. Value TBC in Spring 1 (Eco Schools Team to be involved in the planning with the Eco Leader)		Science: Seasons and plant structure - Identify and name a variety of common wild and garden plants including deciduous and evergreen trees. - Identify and describe the basic structure of a variety of common flowering plants, including trees.	
DT: Structure - Shelters for Miranda				Art: Colour mixing, textures and	

- Appropriate materials for a waterproof shelter - Designing a shelter, creating a shelter, evaluating its suitability. - Linking to science learning - what do we need to survive? What does our shelter need? - Designing shelter - Making shelter - Evaluating - whole class testing - does a teddy stay dry underneath?	<u>Hazel Wood Year 2</u> <u>Summer 1: 12.04.27-28.05.27</u>	strokes to create a daffodil picture To explore colour mixing, textures and brush strokes to create a daffodil picture using primary and secondary colours. - Colour mixing - primary and secondary colours - Sketching of daffodil - Colouring mixing to decorate daffodil
RE: Special Food across religions - Discuss favourite foods then special foods e.g. birthday cake. What makes them special? - Does everyone have the same special food? - Special food for Christians - Read The Last Supper Story and discuss how the bread and wine is shared. Why is it important for Christians to have special food? - Learn about Prashad, Hindu's special food. Why is it important for Hindu's to have special food?		
Music: The great fire Dynamics - Listen to music that gradually gets louder or quieter. Respond to the changes heard - Create a Great Fire chant using 2 or 3 key phrases - London's Burning: sing the traditional song altogether in unison then in a 2 or 3 part round. - Create a Great Fire story piece of music. Devise a simple score.		
PSHE: Relationships • I accept that everyone's family is different and understand that most people value their family. • I know which types of physical contact I like and don't like and can talk about this. • I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends. • I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this. • I understand how it feels to trust someone. • I am comfortable accepting appreciation from others.		

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