

Our Half Termly Learning Journey

Year Group: Year 2

Term and Year: Summer 1 2025

Cycle: A

Big Question	Other questions		Links to Bolney/21 st C	Key Vocab	Edshed film units	Whole Class Reading Text	Key figures	
How can I make change happen?	Is it too late? What can we do to be planet protectors? Where does our waste go? Which side are you on? How did Jack's beanstalk get so tall? How can we grow a beanstalk?		How can we make change in our community? How climate change is affecting our world now.	reduce reuse recycle plastic waste landfill global warming change	The Ugly Sharkling	Wild Life: The Extraordinary Adventures of Sir David Attenborough – vipers (non-fiction)	Greta Thunberg, David Attenborough, Jan Goodall, Steve Backshall, Bear Grylls	
Links to Bolney characteristics	Project overview	Hook/Wow Starter	Project Outcome/Fantastic Finish	Links to Interplay lands	Driver Subjects (Part of project and discrete) English, maths, science, RE, PE, French and RHE plus:	Real Life Maths	Other Core Texts	Visits / Visitors
Change Makers/Young Leaders	Planet Preservation	Beanstalk planting (jack and the beanstalk alternative ending book)	Paper Mache Earths	Using recycled materials for sculptures Painting a big section as our 'perfect, clean Earth'	Geography/RHE	Measurement (using a ruler) Position and direction (map reading) Measuring plans (science)	Little People Big Dreams – Greta Thunberg, David Attenborough A Planet Full of Plastic Greta and the Giants A Climate in Chaos Old enough to save the planet	Wakehurst Place

As writers we will...	As mathematicians we will...	As geographers we will...	As musicians we will...	In RE we will...
<ul style="list-style-type: none"> ❖ Adverbs, adjectives, nouns, verbs ❖ Spelling common exception words ❖ Using suffixes ❖ Expanded noun phrases ❖ Non-fiction writing ❖ Sentence types ❖ Common spelling patterns 	SATS papers, length and height, Position and direction	<p>Uses geographical language to describe feature or location e.g. valley/hill/local/a road/coastline/woods/village/farmland</p> <p>Asks geographical questions – where is this place? what is it like? How has it changed?</p>	<p>Start to compose with two or three notes. Change sounds to suit a situation. Make own sounds and symbols to make and record music. Start to look at basic formal notation- play by ear first.</p>	<p>realise that some questions that cause people to wonder are difficult to answer</p> <p>retell religious, spiritual and moral stories</p> <p>respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong</p>
As readers we will...	As designers we will...	As artists we will...	As historians we will...	As linguists we will...
<p>Read daily and log our reading</p> <p>Answer VIPERS questions</p> <p>Listen and engage with class book</p>	N/A	<p>Expression of personal experiences and ideas</p> <p>Shape and form from direct observation (malleable and rigid materials)</p> <p>Surface experimentation showing the control of basic tools on malleable and rigid surfaces</p> <p>Decorative techniques</p> <p>Replication of pattern and texture in 3D form</p> <p>Discuss and appraise the work of other sculptors</p>	N/A	<p>Learn new words and pronunciation through engaging topic lessons</p> <p>Use our 'wow' word in our writing</p>
As speakers and listeners we will...	As programmers in computing we will...	As scientists we will...	As young people we will... (Learning for life)	As a sportsperson we will...
Listen to the class text and respond to questions in fill sentences	<p>I can control a device (or a character) on or off screen.</p> <p>I can make predictions about the effect my programming will have.</p>	<p>Gather and record data to help in answering questions.</p> <p>Record simple data.</p>	<p>Know that everyone's family is different</p> <p>Know that families function well when there is trust,</p>	understand team roles (opponent/teammate).



Talk to our pairs on the carpet Participate in active listening	I can plan ahead and debug where necessary. Scratch Jr	Record and communicate their findings in a range of ways. Can show my results in a table that my teacher has provided. Use simple scientific language and some science words. Use comparative language – bigger, faster etc Things live in habitats to which they are suited. Identify and name plants and animals in their habitats. How animals obtain food and plants and other animals – simple food chain. Observe and describe how seeds/bulbs grow into plants. Plants need water, light and suitable temperature to grow.	respect, care, love and co-operation Know that there are lots of forms of physical contact within a family Know how to stay stop if someone is hurting them Know some reasons why friends have conflicts Know that friendships have ups and downs and sometimes change with time Know how to use the Mending Friendships or Solve-it-together problem-solving methods Know there are good secrets and worry secrets and why it is important to share worry secrets Know what trust is	develop basic tactics for small team games (pass to free teammate, move into space). communicate with others in small game situations
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Reading/Writing & project focus		Maths
Week 1	SATS prep	Length and hight
Week 2	SATS prep	Position and direction
Week 3	SATS prep	Consolidation
Week 4	SATS	SATS
Week 5	Wakehurst recounts	SATS / consolidation

BOLNEY C.E.P. SCHOOL



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Guided by God