

## Year 2 Summer Term - Overview

SUBJECT	1 <sup>st</sup> Half Term	2 <sup>nd</sup> Half Term
<b>English</b>	<p><b><u>Really looking! Poems about birds</u></b>  <b>Selected websites and poems</b>                      The children use their imagination to write a class poem about where they would go if they could fly like a bird. They look at eagles and swans and find exciting vocabulary. Then they write short poems based on haiku about birds that interest them.</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"> <li>1. Use expanded noun phrases in writing descriptions</li> <li>2. Use familiar and new punctuation correctly</li> </ol> <p><b><u>Explanations</u></b>  <b>'Monsters: an owner's guide'</b> by Jonathan Emmett &amp; Mark Oliver                      The children will recall and convey simple information clearly, orally rehearse their planning and writing, and experiment with a variety of levels of formality when talking with different people. They will write an email response to an angry customer and an explanation based on the core text.</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"> <li>1. To extend sentences using conjunctions</li> <li>2. To know which conjunctions are most useful for explaining</li> <li>3. To use adjectives to create noun phrases</li> </ol>	<p><b><u>Quest and adventure stories</u></b>  <b>'Lost and Found'</b> by Oliver Jeffries  <b>'The Way Back Home'</b> by Oliver Jeffries  <b>'We're going on a bear hunt'</b> by Michael Rosen                      The children will read a range of quest stories, exploring structure and language choice. They explore four types of sentence and experiment with tense. The children then will write their own extended stories, concluding by performing their writing to a younger child.</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"> <li>1. Identify and use sentences with different forms</li> <li>2. Use and distinguish past and present tense</li> <li>3. Learn how to use familiar and new punctuation</li> </ol>
	<p><b><u>Reading</u></b>                      The children will be encouraged to read as widely as possible at home and at school. During Guided Reading lessons, they will read fiction, non-fiction texts and poetry. They will be encouraged to discuss new vocabulary and ask and discuss their own questions, as well as answer questions put to them by their teacher.</p> <p><b><u>Phonics</u></b>                      The synthetic phonics programme 'Letters &amp; Sounds' will be used as the basis for teaching phonics. During the daily phonics lesson, the children will work on Phase 5 and 6 and continue to practise the skills of blending and segmenting words. They will also apply their knowledge in sentences dictated to them.</p> <p><b><u>Handwriting</u></b>                      Handwriting will be taught in conjunction with phonics lessons. The children are taught a joined script to help them to make the process of writing more automatic.</p>	
<b>Maths</b>	<p>The children will be given opportunities to make rich connections across mathematical ideas to develop <b>fluency, mathematical reasoning</b> and competence in <b>solving problems</b>. They will also apply their mathematical knowledge to science and other subjects.</p>	

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	<p>Fractions - Finding halves, quarters and thirds of amounts  Fractions - Finding halves, quarters and thirds of shapes  Fractions - Finding three-quarters of shapes and amounts  Fractions – Equivalence  Fractions – of continuous quantities  Time – Telling the time to the nearest 5 minutes  Problem solving for all operations (including fractions)  Multiplication and division – Equality and balance  Geometry – Properties of 2-D and 3-D shapes, classifying and sorting  Geometry – Symmetry  Mental calculation review  Geometry – Sequencing  Geometry – Rotation and right angles  Place value and written calculation review</p>	
<b>Science</b>	<p><b><u>Uses of everyday materials</u></b>  The children will identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard. They will also compare how things move on different surfaces.</p>	<p><b><u>Physics - Sound</u></b>  The children will observe and name a variety of sources of sound, noticing that we hear with our ears and recognise that sounds get fainter as the distance from the sound source increases</p>
	<p>Pupils will <b>work scientifically</b> by: observing closely, using simple equipment; asking simple questions and recognising that they can be answered in different ways; identifying and classifying; using their observations and ideas to suggest answers to questions; gathering and recording data to help in answering questions; performing simple tests.</p>	
<b>PSHE</b>	<p><b><u>Relationships</u></b>  The children will look at some of the feelings that are associated with close relationships, particularly in the family and with friends.</p>	<p><b><u>Changes</u></b>  The children will learn to distinguish between natural developmental change, changes we choose and changes we make happen.</p>
<b>RE</b>	<p><b><u>Religious Leaders</u></b>  The children will be looking at religious leaders and how they show authority towards their religious groups.</p>	<p><b><u>Difficult Questions</u></b>  The children will explore some of the religious questions to which people try to find answers.</p>
<b>Geography/History</b>	<p><b><u>The Great Fire of London</u></b>  The children will identify key features showing why the fire spread so quickly. They will investigate a portrait of Samuel Pepys and write their own diary entries.</p>	<p><b><u>An island home</u></b>  The children will find out about Struay and what it is like. They will develop an awareness of the nature and character of an environment different from their own.</p>
<b>Design and Technology</b>	<p><b><u>Joseph's multicoloured coat</u></b>  The children will learn about textiles. They will design and make a simple patterned garment to clothe a card figure or doll.</p>	
<b>Music</b>	<p><b><u>Exploring Timbre, Tempo and Dynamics</u></b>  The children will use instruments to create combinations of sounds to explore timbre, tempo and dynamics.</p>	

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<b>PE</b>	<b>Athletics</b> (Including Sports Day) Work on individual skills and techniques which will allow them to measure, record and monitor their own development and achieve personal targets relating to sprinting, jumping and throwing skills.	
<b>Computing</b>	<b>Organising digital content</b> The children will learn how digital content, in data form, can be stored in different formats and organised in different ways. The children will identify different types of data before sorting minibeasts into their different microhabitats to set the scene for their learning.	<b>Pirates!</b> A pirate theme will help the children to learn about e-safety. They will think about identify the common features of pirates which will lead to thinking about being respectful of other people's information.