

## Year 2 Summer Term 2017 - Overview

SUBJECT	1 <sup>st</sup> Half Term	2 <sup>nd</sup> Half Term
<b>English</b>	<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.  <b>Grammar focus:</b>  1. Identify and use sentences with different forms  2. Use and distinguish past and present tense  3. Learn how to use familiar and new punctuation</p> <p><b><u>Information texts (Explanation)</u></b>  '<b>Harry and The Bucketful of Dinosaurs</b>' by Ian Whybrow  '<b>Tyrannosaurus Drip</b>' by Julia Donaldson  The children will learn about the different dinosaurs in Harry and the Bucketful of Dinosaurs. They explore the features of information texts and write a fact file about a dinosaur. They write questions, design a quiz and use past and present verb tenses.  <b>Grammar focus:</b>  1. Learn how to use past and present tense correctly including the progressive form  2. Learn how to use familiar and new punctuation</p>	<p><b><u>Recounts</u></b>  '<b>Maisie's Dragon</b>' by Philippa Danvers  The children learn about the structure and vocabulary of recounts first by listening to, reading and writing fictional recounts. Then they plan and write a recount from their own experience using conjunctions to write longer sentences.  <b>Grammar focus:</b>  1. Use subordination and co-ordination writing sentences with two main clauses or with subordinate clauses  2. Punctuate questions with question marks and sentences with full stops and exclamation marks.  3. Use grammatical terminology</p> <p><b><u>Really looking! Poems about birds</u></b>  <b><u>Selected websites and poems in resources</u></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.  <b>Grammar focus:</b>  1. Use expanded noun phrases in writing descriptions  2. Use familiar and new punctuation correctly</p>
	<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>	

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<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> <p><b><u>Key skills visited this term:</u></b></p> <p><b>Number and place value</b> Count in 1s beyond 100; recognise and read numbers above 100 Understand place value in 2-digit numbers by creating 2-digit numbers and understand place value in 3-digit numbers by creating 3-digit numbers, placing them on a number line and solving place value additions and subtractions Order and compare 2-digit numbers and say a number between. Use language: equal to, more than, less/fewer than, most, least Begin to write amounts of money as pounds and pence, with no placeholder 0 in the 10s</p> <p><b>Mental addition and subtraction</b> Use number facts to 10 to solve problems including word problems Add several 1-digit numbers Recall number facts to 20; number pairs (4 to 20) and bonds to 10 and 20; know number bonds to 100 Find change from 10p and 20p by counting up; find change from 20p and 50p by counting up Add 1-digit to 2-digit numbers, bridging 10 and using known facts; subtract 1-digit from 2-digit numbers, bridging 10 and using known facts Add/subtract 2-digit numbers to/from 2-digit numbers by counting on/back Add 1-digit to 2-digit numbers to reach the next multiple of 10 Add pairs of 2-digit numbers using partitioning (totals &lt; 100) Add pairs of 2-digit numbers with a total <math>\leq 198</math> Subtract 2-digit from 2-digit numbers by counting up Understand addition and subtraction as inverses of each other and use this to find relationships</p> <p><b>Measurement</b> Compare and measure weights using non-standard uniform units; choose and use appropriate standard units to measure weights (mass) Compare and measure the capacities of containers using uniform non-standard units; choose and use appropriate standard units to measure capacities Choose and use appropriate standard units to measure lengths and heights in any direction Solve simple problems by comparing and ordering lengths, weights (masses), capacities and record the results using &lt;, &gt;, and = Read relevant scales to the nearest numbered unit Recognise and use symbols for pounds and pence. Record amounts using £.p notation Tell the time to the nearest five minutes using digital and analogue clocks Begin to say the time ten minutes, or twenty minutes, later or earlier</p> <p><b>Mental multiplication and division</b> Double multiples of 5 and 10 to 50 and find related halves; double and halve numbers to 100, including partitioning 2-digit numbers Begin to relate division to fractions using sharing Multiply using arrays and friendly numbers</p>
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	<p>Understand the link between multiplication and grouping            Understand division as the inverse of multiplication; begin to understand division as 'how many groups of..?'            Recall multiplication and division facts for the <math>\times 10</math> table            Count in 2s and recall multiplication and division facts for the <math>\times 2</math> table; count in 5s and recall multiplication and division facts for the <math>\times 5</math> table            Count in 3s; recall multiplication and division facts for the <math>\times 3</math> table            Recall multiplication and division facts for the <math>\times 4</math> table            Understand multiplication as repeated addition and as scaling</p> <p><b>Fractions, ratio and proportion</b>            Understand that a fraction is an equal part of a whole; <math>1/2</math>s and <math>1/4</math>s of lengths and numbers            Find <math>1/2</math> and <math>1/4</math> of multiples of 2 and 4 up to 20            Use fraction strips to find fractions of amounts            Find unit fractions of small numbers</p> <p><b>Problem solving, reasoning and algebra</b>            Use place value and number facts to solve problems            Solve multiplication and division problems using arrays, repeated addition and mental methods            Use inverse relationship between addition and subtraction to solve missing number problems            Solve a money problem in more than one way (five <math>\pounds 1</math>, 10p and 1p coins)            Solve missing number multiplications (<math>\times 2</math>, <math>\times 5</math> and <math>\times 10</math> tables)            Begin to identify and use patterns to predict answers, and mathematical reasoning to explain them            Solve simple multiplication and division problems in contexts</p>	
<b>Science</b>	<p><b><u>Biology – Plants</u></b>            The children will observe and describe how seeds and bulbs grow into mature plants. They will also find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</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.</p>	<p><b><u>An island home</u></b>            The children will find out about Struay and what it is like. They will</p>

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	They will investigate a portrait of Samuel Pepys and write their own diary entries.	develop an awareness of the nature and character of an environment different from their own.
<b>Design and Technology</b>	<u>Joseph's multicoloured coat</u> The children will learn about textiles. They will design and make a simple patterned garment to clothe a card figure or doll.	
<b>Music</b>	<u>Exploring Timbre, Tempo and Dynamics</u> The children will use instruments to create combinations of sounds to explore timbre, tempo and dynamics.	
<b>PE</b>	<u>Athletics</u> (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>	<u>Organising digital content</u> 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.	<u>Pirates!</u> 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.