


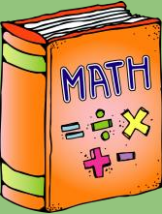








Year 2 Half-Termly Overview - Summer 1

Subject	Week 1	Week 2	Week 3	Week 4	Week 5
English- Reading 	Text: Phonics or Whole Class Reading Reading Skill: Decoding, fluency and retrieval	Text: Phonics or Whole Class Reading Reading Skill: Decoding, fluency and retrieval	Text: Phonics or Whole Class Reading Reading Skill: Decoding, fluency and retrieval	Text: Phonics or Whole Class Reading Reading Skill: Decoding, fluency and retrieval	Text: Phonics or Whole Class Reading Reading Skill: Decoding, fluency and retrieval
English- Writing 	Text: Vlad and Florence Nightingale by K. Cunningham Key focus: Writing a list using commas	Text: Vlad and Florence Nightingale by K. Cunningham Key focus: Writing a fact file about Florence Nightingale	Text: Vlad and Florence Nightingale by K. Cunningham Key focus: Writing a fact file about Florence Nightingale	Text: Sticky McStickstick by Michael Rosen Key focus: Using prefixes	Text: Sticky McStickstick by Michael Rosen Key focus: Writing a poem
English- GPS 	Grammar: Using suffixes Spelling rule: Adding er and est	Grammar: Using suffixes Spelling rule: Adding er and est	Grammar: Different word types e.g verbs Spelling rule: ee sound spelt ey	Grammar: Tenses Spelling rule: adding 'ness'	Grammar: Prefixes Spelling rule: adding 'ness' (swapping y for i)
Mathematics 	Maths unit: Faces, shape, patterns, lines and turns Key Learning:	Maths unit: Faces, shape, patterns, lines and turns Key Learning: I can describe and sort	Maths unit: Faces, shape, patterns, lines and turns Key Learning:	Maths unit: Faces, shape, patterns, lines and turns Key Learning: I can use the language	Maths unit: Measuring Capacity and Volume Key Learning: I can read temperature




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	<p>I can identify shapes by the number of vertices and sides</p> <p>I can identify right angles in shapes</p> <p>I can recognise lines of symmetry within 2-D shapes</p>	<p>2-D shapes according to their properties</p> <p>I can name and describe 3-D shapes</p> <p>I can identify 2-D shapes on the surfaces of 3-D shapes</p> <p>I can describe and create 2-D shape patterns</p>	<p>I can compare and sort 2-D and 3-D shapes</p> <p>I can describe the position of an object</p> <p>I can give directions from point A to point B</p>	<p>of rotation</p> <p>I can make predictions about rotation</p> <p>I can identify how a pattern has been created through rotation</p> <p>I can follow a route around a map</p>	<p>in degrees Celsius on a thermometer</p> <p>I can take and read the temperature in degrees Celsius</p> <p>I can understand the concept of litres through estimating and measuring</p> <p>I can solve word problems that involve litres</p>
<p style="text-align: center;">Science</p> 	<p>Science unit: Living things and their habitats</p> <p>Key Learning: I can explore and discuss key facts in a knowledge organiser.</p>	<p>Science unit: Living things and their habitats</p> <p>Key Learning: I can explore and compare the differences between things that are living, dead, and things that have never been alive.</p>	<p>Science unit: Living things and their habitats</p> <p>Key Learning: I can identify and name a variety of plants and animals in their habitats, including microhabitats.</p>	<p>Science unit: Living things and their habitats</p> <p>Key Learning: I can identify and name a variety of plants and animals in their habitats, including microhabitats.</p>	<p>Science unit: Living things and their habitats</p> <p>Key Learning: I can identify and name a variety of plants and animals in their habitats.</p>
<p style="text-align: center;">Computing</p> 	<p>Computing unit: We are animators</p> <p>Key Learning: I can plan my animation.</p>	<p>Computing unit: We are animators</p> <p>Key Learning: I can create media to use in my animation.</p>	<p>Computing unit: We are animators</p> <p>Key Learning: I can create an animation.</p>	<p>Computing unit: We are animators</p> <p>Key Learning: I can create an animation.</p>	<p>Computing unit: We are animators</p> <p>Key Learning: I can edit and add audio to my animation.</p>

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<p style="text-align: center;">History</p> 	<p>History unit: Hospitals & Healthcare</p> <p>Key Learning: I can use evidence to investigate the past and make comparisons to the present day.</p>	<p>History unit: Hospitals & Healthcare</p> <p>Key Learning: I can find out about the life of someone who lived in the past.</p>	<p>History unit: Hospitals & Healthcare</p> <p>Key Learning: I can create a historical timeline about significant people from the past.</p>	<p>History unit: Hospitals & Healthcare</p> <p>Key Learning: I can explain the impact of significant people from the past.</p>	<p>History unit: Hospitals & Healthcare</p> <p>Key Learning: I can explain what is similar and what is different about healthcare and hospitals in the past and present.</p>
<p style="text-align: center;">Art</p> 	<p>Art Focus: Craft and Design</p> <p>Key Learning: Artist Study Susan Stockwell</p>	<p>Art Focus: Craft and Design</p> <p>Key Learning: To investigate maps as a stimulus for drawing.</p>	<p>Art Focus: Craft and Design</p> <p>Key Learning: To develop a drawing into 3D artwork.</p>	<p>Art Focus: Craft and Design</p> <p>Key Learning: To choose materials to represent features of my 2D map drawing.</p>	<p>Art Focus: Craft and Design</p> <p>Key Learning: To experiment with a craft technique to develop an idea.</p>
<p style="text-align: center;">DT</p> 					
<p style="text-align: center;">RE</p> 	<p>Key Question: Who is Jewish and how do they live?</p> <p>Key Learning: I can recognise objects that can be found in many Jewish homes.</p>	<p>Key Question: Who is Jewish and how do they live?</p> <p>Key Learning: What is precious to Jewish people? What does a mezuzah remind Jewish people about?</p>	<p>Key Question: Who is Jewish and how do they live?</p> <p>Key Learning: What is precious to Jewish people? What does a mezuzah remind Jewish people about?</p>	<p>Key Question: Who is Jewish and how do they live?</p> <p>Key Learning: What stories do Jewish people tell from the Torah?</p>	<p>Key Question: Who is Jewish and how do they live?</p> <p>Key Learning: What might the story of Chanukah* make Jewish people think about it?</p>

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PSHE/RSE 	PSHE Unit: Being my best Key Learning: Workshop on gratitude	PSHE Unit: Being my best Key Learning: I can explain the learning process	PSHE Unit: Being my best Key Learning: I can think of things I like and dislike	PSHE Unit: Being my best Key learning: I can explain how germs are spread	PSHE Unit: Being my best Key Learning: I can explain the importance of good dental hygiene
PE 	PE Unit: Games for Understanding Key Learning: Attacking as a team. PE Unit: Jumping Key Learning: The focus of the learning is to consolidate pupils jumping and to apply an effective jumping technique.	PE Unit: Games for Understanding Key Learning: Defending as a team PE Unit: Jumping Key Learning: The focus of learning is to consolidate pupils' knowledge of how, where and why we jump in a game.	PE Unit: Games for Understanding Key Learning: Understand the transition from defence and attack PE Unit: Jumping Key Learning: The focus of the learning is to apply pupils' knowledge of how to jump and how to jump in combination, into their own ideas for linking jumps.	PE Unit: Games for Understanding Key Learning: Create and apply attacking tactics. PE Unit: Jumping Key Learning: Pupils will explore jumping using different combinations, jumping for distance and speeds.	PE Unit: Games for Understanding Key Learning: Create and apply defending tactics. PE Unit: Jumping Key Learning: The focus of the learning is to develop pupils' application of linking jumps together.
Music 	Music Unit: Friendship Song Key Learning: Listen and appraise a song.	Music Unit: Friendship Song Key Learning: Listen and appraise a song.	Music Unit: Friendship Song Key Learning: Listen and appraise a song.	Music Unit: Friendship Song Key Learning: Listen and appraise a song.	Music Unit: Friendship Song Key Learning: Listen and appraise a song.



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