

Y2 Summer Overview

| Writing | Maths |
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| <p><i>Based on: How to hide a lion, Lila and the secret of the rain, Meerkat Mail, The Great Kapok tree. Diary entry, non-chronological report, story planning and editing, description, letter writing.</i></p> <p><i>Cross curricular: non – chronological report on Lions and Meerkats.</i></p> <p><i>Other focus: expanded noun phrases, speech marks, comprehension questions, vocabulary, commas, nouns, verbs, adjectives, prefix un, statement, command, statements</i></p> | <p><u>Fractions</u></p> <ul style="list-style-type: none"> • Make equal parts. • Recognise half. • Find half. • Recognise quarter. • Find a quarter. • Recognise a third. • Find a third. • Unit fractions. • Non-unit fractions. • Equivalence of $\frac{1}{2}$ and $\frac{2}{4}$. • Find three quarters. • Count in fractions. <p><u>Time</u></p> <ul style="list-style-type: none"> • O'clock and half past. • Quarter past and quarter to. • Telling time to 5 minutes. • Minutes in an hour, hours in a day. • Find durations of time. • Compare durations of time. <p><u>Statistics</u></p> <ul style="list-style-type: none"> • Make tally charts. • Draw pictograms (1-1). • Interpret pictograms (1-1). • Draw pictograms (2, 5 and 10). • Interpret pictograms (2, 5 and 10). • Block diagrams. |
| SPAG | |
| <p>Objectives:</p> <p><u>Suffixes</u></p> <p>Suffixes for comparative adjectives</p> <p>Suffixes for superlative adjectives</p> <p>Comparing and ordering comparative and superlative</p> <p><u>Consolidation</u></p> <p>Consolidating:</p> <p>Upper case and lowercase</p> <p>capital letters</p> <p>punctuating sentences</p> <p>nouns and verbs</p> <p>conjunctions</p> <p>commas</p> <p>singular / plural</p> <p>adverbs</p> <p>apostrophes</p> <p>sentences</p> <p>past and present</p> | |
| Spelling | |

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| <p><u>Objectives:</u> Segmenting spoken words into phonemes and representing these by graphemes. Learning new ways of spelling phonemes for which 1 or more spellings are already known. Learning to spell common exception words. Learning to spell more words with contracted forms. Learning the possessive apostrophe (singular). Distinguishing between homophones and near-homophones. Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p> <p>*Little Wandle Tricky Words recap</p> | <p><u>Position and directions</u></p> <ul style="list-style-type: none"> • Describing movement. • Describing turns. • Describing movement and turns. • Making patterns with shapes |
| Reading | |
| <p><u>Texts covered:</u> <u>Objectives:</u> Read the common exception words. Read words with contractions. Read words containing common suffixes. Read words with two or more syllables. Asking and answering questions. Making inferences from the text based on what is said and done in the book. Predicting what might happen from what has been read so far. Retelling well known stories. Participating in discussions about books and listening to what others say. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> | |
| Geography | |
| <p><u>Kenya</u></p> <ul style="list-style-type: none"> • I can locate Kenya on a world map. • I can draw a simple map. • I can understand what life is like for people living in Kenya. <p>I can use compass directions to describe places on a map.</p> | <p><u>History</u></p> <p><u>Significant explorers</u></p> <ul style="list-style-type: none"> • To understand and explain what makes a person significant. • To discuss the ways in which we can find out about an explorer who lived a long time ago • To explore the achievements of Matthew Henson. |

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| <ul style="list-style-type: none"> • I can understand some of the main animals which live in Kenya. • I can understand what Maasai culture is like • I can observe photographs and ask questions to find out about a place. • I can compare my life to a child's life from Kenya. | <ul style="list-style-type: none"> • To compare Felicity Aston's experience of polar exploration with Matthew Henson's. • To explore and discuss Neil Armstrong's achievements. • To show what I know about some significant explorers and how they are commemorated for their achievements. <div style="background-color: #00FFFF; text-align: center; padding: 2px;">PE</div> <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> -I am beginning to provide feedback using key words. -I am proud of my work and confident to perform in front of others. -I can perform the basic gymnastic actions with some control and balance. -I can plan and repeat simple sequences of actions. -I can use directions and levels to make my work look interesting. -I can use shapes when performing other skills. -I can work safely with others and apparatus <p><u>Team Building</u></p> <ul style="list-style-type: none"> -I can follow instructions carefully. -I can say when I was successful at solving challenges. -I can share my ideas and help to solve tasks. -I can work co-operatively with a partner and a small group. -I show honesty and can play fairly. -I understand how to use, follow and create a simple diagram/map. |
| Science | RE |
| <p><u>Plants</u></p> <p>What Do Plants Need to Grow?</p> <p>What's Inside a Seed?</p> <p>Life Cycle of a Plant</p> <p>What Do Plants Need to Stay Healthy?</p> | <p><u>What can we learn from sacred books?</u></p> <ul style="list-style-type: none"> • Independently give reasons why a holy book is considered to be 'holy'. • Re-tell The Lost Sheep; suggest the meaning(s) of this story. • Re-tell the story of the Exodus. • Identify and talk about the meaning of at least two teachings of Jesus, recognising that they come from the Christian tradition. |

How Do Plants Grow in Hot, Dry or Cold Places?

Animals including humans

- To match, sort and group young animals and their adults.
- To find out how animals change as they grow into adults.
- To compare the stages of the human life cycle.
- To research and describe what animals, including humans, need to survive.
- To test the effects of exercise on the human body.
- To investigate the importance of healthy eating and hygiene.

- Suggest a meaning for the story of Prophet Muhammad and the Black Stone.
- Re-tell Jonah, a story from the Bible and other holy texts; suggest the meaning of this story (A2). Suggest answers to questions arising from the story of Jonah.
- Ask and suggest answers to questions arising from The Lost Sheep.
- Talk about issues of good and bad, right and wrong arising from the teachings
- Talk about issues of good and bad, right and wrong arising from the story of The Exodus and the Ten Commandments.
- Recognise that sacred texts contain stories which are special to many people and should be treated with respect.
- Notice and respond sensitively to how people from different faiths still tell the story of Jonah today.

Computing

Creating pictures

- To explore 2Paint A Picture.
- To look at the work of Impressionist artists and recreate them using the Impressionism template.
 - To look at the work of pointillist artists such as Seurat.
 - To recreate pointillist art using the Pointillism template.
 - To look at the work of Piet Mondrian and recreate it using the Lines template.
 - To look at the work of William Morris and recreate it using the Patterns template.

| | <ul style="list-style-type: none"> To look at some surrealist art and create your own using the eCollage function in 2Paint A Picture. <p><u>Making music</u></p> <p>To be introduced to making music digitally using 2Sequence.</p> <ul style="list-style-type: none"> To explore, edit and combine sounds using 2Sequence. To add sounds to a tune to improve it. To think about how music can be used to express feelings and create tunes which depict feelings. <ul style="list-style-type: none"> To upload a sound from a bank of sounds into the Sounds section. To record their own sound and upload it into the Sounds section. To create their own tune using the sounds which they have added to the Sounds section. <p><u>Presenting ideas</u></p> <ul style="list-style-type: none"> To explore how a story can be presented in different ways. <ul style="list-style-type: none"> To make a quiz about a story or class topic. To make a fact file on a non-fiction topic. To make a presentation to the class. |
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| Art | Design Technology |
| <ul style="list-style-type: none"> I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work I can talk about nature sculptures. I can draw an observational drawing of a natural object I can collect material for my nature sculptures. I can make my own land art. I can compare our sculptures to the work of Andy Goldsworthy. I can make a collage about my work on nature sculptures | <ul style="list-style-type: none"> To join fabrics together using different methods I can remember that different techniques may be used to join fabrics for different purposes I know how to join fabric by pinning, stapling or glueing To use a template to create my design I can design a puppet I can build my design on a template To join two fabrics together accurately I can join fabrics together I can align two pieces of fabric I know how to use a template I can fit my hand into my puppet |

- I can evaluate my puppet.

Music

West African calls

- To create short sequences of sound
- To copy a short rhythm and recognise simple notation
- To learn a traditional song from Ghana
- To create rhythms based on 'call and response
- To add dynamics (volume) to a structure of rhythms

PSHE

Citizenship

- To understand the importance of rules
- To understand ways to look after the school environment
- To recognise the role people, play in looking after the environment
- To begin to understand the roles people have in the community.
- To recognise similarities and differences between people in the local community
- To begin to understand how democracy works in school
- To understand ways to share an opinion

Economic wellbeing

- To understand where money comes from
- To begin to understand the difference between wants and needs
- To understand how saving can help us to buy the things we want
- To understand that banks look after money and the benefits of bank accounts
- To understand that skills and interests will help someone decide what job to do