

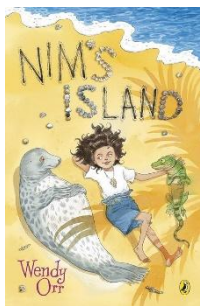


Year 2 – Learning Overview Summer Term

Topic: Seaside



ENGLISH



Focus on handwriting (Kinetic Letters) – letter formation and pencil hold
 Discuss and clarify the meaning of words, linking new meanings to known vocabulary
 Continue to apply phonic knowledge and skills to decode words and blend sounds in unfamiliar words

Accurately read texts that match their developing phonic knowledge
 Re-read texts to build up fluency and confidence
 Check that a text makes sense as they read and to self-correct
 Participate in discussions about books, poems and other texts that are read to them, explaining their understanding and expressing their views
 Make inferences on the basis of what is being said and done
 Predict what might happen on the basis of what has been read so far in the text
 Continue to build up a repertoire of poems learned by heart, reciting them with appropriate intonation to make the meaning clear
 Write narratives about personal experiences and those of others, real events and simple poetry
 Plan what they are going to write about
 Make simple additions, revisions and corrections to their own writing with the teacher and other pupils
 Re-read to check that their writing makes sense and to check for errors in spelling, grammar and punctuation.
 Apply Year2 spelling rules
 Use phonetic knowledge to spell most words correctly
 Write extended sentences using conjunctions
 Correctly use full stops, capital letters, question marks and exclamation marks to punctuate sentences.
 Use expanded noun phrases to describe and specify
 Use commas and begin to use apostrophes.

MATHS



Count to 100. Read and write numbers to 100.
 Compare and arrange numbers within 100.
 Add and subtract numbers using an efficient strategy, explaining their method verbally using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers, add three one-digit numbers.
 Compare volume.
 Measure volume in litres (l) and millilitres (ml).
 Solve word problems on volume.
 Turn shapes. Recognise flat faces and curved surfaces.
 Name and describe spheres, cuboids, cubes, cylinders, cones, pyramids and prisms.
 Identify the number of faces, edges and vertices of a shape. Fold two-dimensional shapes into three-dimensional ones. Group shapes in different ways. Form structures with shapes.
 Make patterns with shapes.
 Recognise odd and even numbers
 Tell and write the time to 5 minutes.
 Draw hands on a clock face to show time.
 Find the duration of time.
 Find the ending or starting time.
 Compare and sequence intervals of time.
 Know the number of minutes in an hour.
 Know the number of hours in a day.

SCIENCE

Observe and describe how seeds and bulbs grow into mature plants

Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Ask simple questions

Recognise that questions can be answered in different ways

Observe closely, using simple equipment.
Perform simple tests

Identify and classify.

Record and communicate their findings in a range of ways and begin to use simple scientific language.

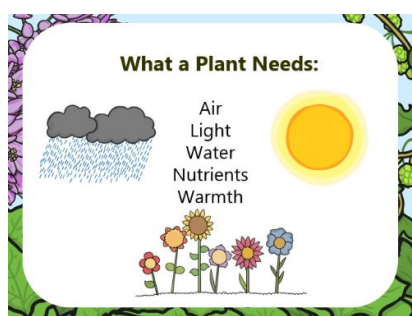
Gather and record data to help answer questions.

Use their observations and ideas to suggest answers to simple ideas.

Understand that animals, including humans, have offspring which grow into adults.

Describe the basic needs of animals, including humans, for survival (water, food, air).

Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene.



HISTORY

Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female.

Identify that some things within living memory are similar and some things are different.

Recognise some similarities and differences between the past and the present.
Identify some similarities and differences between ways of life in different periods.

Begin to identify old and new things across periods of time through pictures, photographs and objects.

Begin to understand that some things change and some things stay nearly the same.

Describe significant individuals from the past.
Presenting, Communicating and Organising

Old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.

Observe and use pictures, photographs and artefacts to find out about the past;

Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.



Explain reasons why someone might be significant.

Talk about why the event or person was important and what changed/happened.

COMPUTING

Programming with Lego Spike Essentials

Follow instructions to build a Lego model and program it.

Understand a program's sequence of events, goals, and expected outcomes.

Program a Lego model using motors and sensors.



ART

Begin use a range of paint and discuss why some are more suited to particular painting styles.

Develop a range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Learn about the artists JMW Turner and Maggi Hambling, looking at similarities and differences between them and making links with their own work.

Data & Information: Pictograms

Learn to count and compare objects using tally charts.

Favourite Fruit	
	  
	
	  
	
	 
	 
 = 1 person	

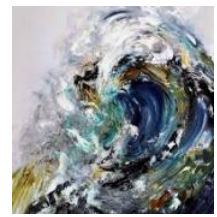
Recognise that objects can be represented as pictures and create a pictogram.

Understand that we can present information using a computer.

Online Safety

Understand why online and offline time need to be balanced.

Understand the effect our words and actions can have on others.



Explore repeated printing using styrofoam tiles.



RELIGIOUS EDUCATION

Why do people have different views about the idea of God?

Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them.

Give a reason why a member of at least one other religious community might believe in God

Talk about what people mean when they say they 'know' something.

Give an example of what a member of a religious community might believe about God.

Give a reason to say why someone might hold a particular belief using the word 'because'.

Give a reason why a person might not believe in God.

Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions.

Make connections between people's beliefs of right and wrong and their belief about God.

MUSIC



Extending & developing previous learning descriptive music by:

- Listening & responding to music relating to transport.
- Listening & drawing pictures based on personal thoughts about music in different genres.
- Listening to & recognising different timbres of voices.

Extending previous learning relating to the understanding of musical notation / rests, names & time values (duration).

Extending previous learning relating to on & off beats.

Introducing musical terminology for different tempos.

Incorporate songs and musical activities to the wider year 2 curriculum where possible.

Continue to build individual self-confidence and self-esteem through musical performance.

PSHE Relationships I can understand that there are different types of family I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. I understand what it means to be a good friend, the concept of trust and explore how to manage or avoid conflict I can discuss the concept of appropriate secrets when to keep them and when not to I can recognise the impact of appreciation and recognise special people I appreciate I recognise and appreciate people who can help me in my family community and school. Changing me I can recognise cycles of life in nature I can tell you about the natural process of growing from young to old and understand that this is not in my control I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private I understand there are different types of touch and I can tell you which ones I like and don't like I can identify what I am looking forward to when I move to my next class.	PHYSICAL EDUCATION To run with agility and confidence Run with a change of speed Change direction when running, while maintaining balance Learn the best jumping techniques for distance Use arms when jumping To throw different objects in a variety of ways Know how to throw safely Know how to throw for distance Know the difference between running for speed and running for distance To complete an obstacle course with control and agility
DESIGN AND TECHNOLOGY Use practical skills and techniques to create a beach mobile. Assemble and join materials using finishing techniques, such as drilling, cutting, screwing, nailing and strengthening. Follow safety procedures. Measure, mark out, cut and shape materials and components. Talk about their design ideas and what they are making. Make simple judgements about their products and ideas against design criteria. Suggest how their products could be improved.	FOREIGN LANGUAGES Over the Rainbow Listen and respond to colours in French. Understand and remember colours in French. Listen and join in with the 'rainbow song' in French. Understand some weather phrases. Understand and remember some weather phrases. Listen and join in with a weather song.