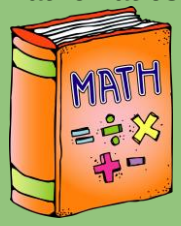
Year 2 Half-Termly Overview - Summer 1

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
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	**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	**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)	**Grammar:** Prefixes **Spelling rule:** words ending in ‘le’
Mathematics 	**Maths unit:** Faces, shape, patterns, lines and turns **Key Learning:** I can identify shapes	**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:** I can compare and sort	**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	**Maths unit:** Measuring Capacity and Volume **Key Learning:** I can compare millilitres

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

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History	**History unit:** Hospitals & Healthcare **Key Learning:** I can use evidence to investigate the past and make comparisons to the present day.	**History unit:** Hospitals & Healthcare **Key Learning:** I can find out about the life of someone who lived in the past.	**History unit:** Hospitals & Healthcare **Key Learning:** I can create a historical timeline about significant people from the past.	**History unit:** Hospitals & Healthcare **Key Learning:** I can explain the impact of significant people from the past.	**History unit:** Hospitals & Healthcare **Key Learning:** I can explain what is similar and what is different about healthcare and hospitals in the past and present.	**History unit:** Hospitals & Healthcare **Key Learning:** I can explain how significant people from the past have helped to improve hospitals and healthcare.
Art	**Art Focus:** Craft and Design **Key Learning:** Artist Study Susan Stockwell	**Art Focus:** Craft and Design **Key Learning:** To investigate maps as a stimulus for drawing.	**Art Focus:** Craft and Design **Key Learning:** To develop a drawing into 3D artwork.	**Art Focus:** Craft and Design **Key Learning:** To choose materials to represent features of my 2D map drawing.	**Art Focus:** Craft and Design **Key Learning:** To experiment with a craft technique to develop an idea.	**Art Focus:** Craft and Design **Key Learning:** To develop ideas and apply craft skills when printmaking.
DT	**DT Unit: Mechanism: Fairground wheel** **Key Learning:** To know that different materials have different properties and are therefore suitable for different uses. To know the features of a Ferris wheel, include the wheel, frame, pods, a base, an axle and an axle holder. To know that it is important to test my design as I go along so that I can solve any problems that may occur. **Outcome:** Creating a Ferris wheel					
RE	**Key Question:** Who is Jewish and how do they live? **Key Learning:** I can recognise objects that can be found in many Jewish homes.	**Key Question:** Who is Jewish and how do they live? **Key Learning:** What is precious to Jewish people? What does a mezuzah remind Jewish people about?	**Key Question:** Who is Jewish and how do they live? **Key Learning:** What is precious to Jewish people? What does a mezuzah remind Jewish people about?	**Key Question:** Who is Jewish and how do they live? **Key Learning:** What stories do Jewish people tell from the Torah?	**Key Question:** Who is Jewish and how do they live? **Key Learning:** What might the story of Chanukah* make Jewish people think about it?	**Key Question:** Who is Jewish and how do they live? **Key Learning:** What might the story of Chanukah* make Jewish people think about it?

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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	**PSHE Unit:** Being my best **Key Learning:** I can name my major internal body parts
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.	**PE Unit:** Games for Understanding **Key Learning:** Apply all learning. **PE Unit:** Jumping **Key Learning:** Pupils will apply their knowledge of jumping into competitions.
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.	**Music Unit:** Friendship Song **Key Learning:** Listen and appraise a song.