


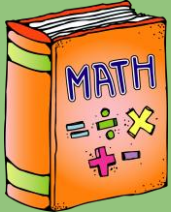







Year 2 Half-Termly Overview - Summer 1

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English-Reading 	Text: Phonics or Whole Class Reading Reading Skill: Fluency and comprehension	Text: Phonics or Whole Class Reading Reading Skill: Fluency and comprehension	Text: Phonics or Whole Class Reading Reading Skill: Fluency and comprehension	Text: Phonics or Whole Class Reading Reading Skill: Fluency and comprehension	Text: Phonics or Whole Class Reading Reading Skill: Fluency and comprehension	Text: Phonics or Whole Class Reading Reading Skill: Fluency and comprehension
English-Writing 	Text: Vlad and Florence Nightingale by K. Cunningham Key focus: To write a list using commas	Text: Vlad and Florence Nightingale by K. Cunningham Key focus: To make a fact file about Florence Nightingale	Text: Vlad and Florence Nightingale by K. Cunningham Key focus: To make a fact file about Florence Nightingale	Text: Sticky McStickstick by Michael Rosen Key focus: To apply prefixes	Text: Sticky McStickstick by Michael Rosen Key focus: To plan a poem	Text: Sticky McStickstick by Michael Rosen Key focus: To write a poem
English- GPS 	Grammar: To use the suffixes -er and -est Spelling rule: To apply the suffix -er and -est	Grammar: To use the suffixes -er and -est Spelling rule: To apply the suffix -er and -est	Grammar: To begin to use different word types e.g verbs Spelling rule: To apply the ee sound spelt ey	Grammar: To apply correct tenses Spelling rule: To apply the suffix 'ness' (swapping y for i)	Grammar: To use prefixes Spelling rule: To apply the suffix 'ness' (swapping y for i)	Grammar: To begin to proofread Spelling rule: To apply spelling rules within revision words.



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<p style="text-align: center;">Mathematics</p> 	<p>Maths unit: Faces, shape, patterns, lines and turns</p> <p>Key Learning: To compare and sort 2-D and 3-D shapes</p> <p>To describe the position of an object</p> <p>To give directions from point A to point B</p> <p>To use the language of rotation</p>	<p>Maths unit: Faces, shape, patterns, lines and turns</p> <p>Key Learning: To make predictions about rotation</p> <p>To identify how a pattern has been created through rotation</p> <p>To follow a route around a map</p> <p>To recognise the place value of each digit in a 3-digit number</p>	<p>Maths unit: Numbers within 1,000</p> <p>Key Learning: To explore 3-digit numbers using the part-whole model</p> <p>To show the value of a 3-digit number in more than one way</p> <p>To compare numbers within 1,000</p> <p>To read scales within 1,000 units</p>	<p>Maths unit: Measuring capacity and volume</p> <p>Key Learning: To read temperature in degrees Celsius on a thermometer</p> <p>To take and read the temperature in degrees Celsius</p> <p>To understand the concept of litres through estimating and measuring</p> <p>To solve word problems that involve litres</p>	<p>Maths unit: Measuring capacity and volume</p> <p>Key Learning: To compare millilitres and litres using fractions</p> <p>To use millilitres as a unit of measurement</p> <p>To compare and order millilitres and litres</p> <p>To weigh and compare the mass of objects in kilograms</p>	<p>Maths unit: Mass</p> <p>Key Learning: To interpret scales and compare mass in grams</p> <p>To add and subtract using mass</p> <p>To multiply and divide using mass</p> <p>To consolidate knowledge of mass through investigations</p>
<p style="text-align: center;">Science</p> 	<p>Science unit: Living things and their habitats</p> <p>Key Learning: To explore and discuss key facts in a knowledge organiser.</p>	<p>Science unit: Living things and their habitats</p> <p>Key Learning: To 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: To identify and name a variety of animals in their habitats, including microhabitats.</p>	<p>Science unit: Living things and their habitats</p> <p>Key Learning: To identify and name a variety of plants in their habitats, including microhabitats.</p>	<p>Science unit: Living things and their habitats</p> <p>Key Learning: To identify and name a variety of plants and animals in their habitats.</p>	<p>Science unit: Living things and their habitats</p> <p>Key Learning: To identify and name a variety of plants and animals in their habitats.</p>



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<p style="text-align: center;">Computing</p> 	<p>Computing unit: Stop motion using tablets.</p> <p>Key Learning: To understand what animation is.</p>	<p>Computing unit: Stop motion using tablets.</p> <p>Key Learning: To create a stop motion animation.</p>	<p>Computing unit: Stop motion using tablets.</p> <p>Key Learning: To plan my stop motion.</p>	<p>Computing unit: Stop motion using tablets.</p> <p>Key Learning: To plan my stop motion.</p>	<p>Computing unit: Stop motion using tablets.</p> <p>Key Learning: To create a stop motion animation.</p>	<p>Computing unit: Stop motion using tablets.</p> <p>Key Learning: To create a stop motion animation.</p>
<p style="text-align: center;">History</p> 	<p>History unit: Hospitals & Healthcare</p> <p>Key Learning: To use evidence to investigate the past and make comparisons to the present day.</p>	<p>History unit: Hospitals & Healthcare</p> <p>Key Learning: To find out about Florence Nightingale and generate questions about her.</p>	<p>History unit: Hospitals & Healthcare</p> <p>Key Learning: To explain why Edith Cavell is remembered and the British values she represented.</p>	<p>History unit: Hospitals & Healthcare</p> <p>Key Learning: To create a historical timeline showing why Florence and Edith became significant.</p>	<p>History unit: Hospitals & Healthcare</p> <p>Key Learning: To explain why Florence and Edith acted the way they did and what the impact on healthcare today has been.</p>	<p>History unit: Hospitals & Healthcare</p> <p>Key Learning: To explain how Florence Nightingale, Mary Seacole and Edith Cavell helped to improve hospitals and healthcare.</p>
<p style="text-align: center;">Art</p> 	<p>Art Focus: Craft and Design</p> <p>Key Learning: To learn about the artist Susan Stockwell and explore how she uses maps.</p>	<p>Art Focus: Craft and Design</p> <p>Key Learning: To explore different types of maps.</p>	<p>Art Focus: Craft and Design</p> <p>Key Learning: To explore abstract composition and recreate part of a journey map.</p>	<p>Art Focus: Craft and Design</p> <p>Key Learning: To transform a 2D map drawing into a 3D relief artwork.</p>	<p>Art Focus: Craft and Design</p> <p>Key Learning: To explore Florence Nightingale's journey.</p>	<p>Art Focus: Craft and Design</p> <p>Key Learning: To recreate Florence Nightingale's journey and represent it through an abstract map.</p>
<p style="text-align: center;">DT</p> 	<p>DT Unit: Cooking and Nutrition - A Balanced Diet</p> <p>Key Learning:</p> <p>To name the main food groups and identify foods that belong to each group.</p> <p>To describe the taste, feel and smell of a given food.</p> <p>To think of three different wrap ideas, considering flavour combinations.</p>					

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<p>To construct a wrap that meets the design brief and their plan. Outcome: To create a wrap using different ingredients.</p>						
<p>RE</p> 	<p>Key Question: What stories do Jewish people tell from the Torah?</p> <p>Key Learning: To know that the Torah is the Jewish holy book.</p>	<p>Key Question: What might the story of Chanukah make Jewish people think about it?</p> <p>Key Learning: To know about the importance of Chanukah for Jewish people.</p>	<p>Key Question: What might the story of Chanukah make Jewish people think about it?</p> <p>Key Learning: To know how Jewish people celebrate Chanukah.</p>	<p>Key Question: How should we care for others and the world, and why does it matter?</p> <p>Key Learning: To retell Bible stories and stories from other faiths about caring for others.</p>	<p>Key Question: How should we care for others and the world, and why does it matter?</p> <p>Key Learning: To understand how people show their faith by caring for others and the world.</p>	<p>Key Question: How should we care for others and the world, and why does it matter?</p> <p>Key Learning: To talk about issues of good and bad, right or wrong.</p>
<p>PSHE/RSE</p> 	<p>PSHE Unit: Being my best</p> <p>Key Learning: Workshop on feelings.</p>	<p>PSHE Unit: Being my best</p> <p>Key Learning: To explain the learning process</p>	<p>PSHE Unit: Being my best</p> <p>Key Learning: To explain how hand hygiene stops viruses and germs from spreading.</p>	<p>PSHE Unit: Being my best</p> <p>Key learning: To explain the importance of good dental hygiene</p>	<p>PSHE Unit: Being my best</p> <p>Key Learning: To name different parts of my body that are inside me and help to turn food into energy.</p>	<p>PSHE Unit: Being my best</p> <p>Key Learning: To begin to understand basic first aid</p>

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PE 	<p>PE Unit: Rackets, bats and balls</p> <p>Key Learning: To consolidate prior learning around hitting a ball with a racket.</p> <p>PE Unit: Jumping</p> <p>Key Learning: To consolidate jumping and to apply an effective jumping technique.</p>	<p>PE Unit: Rackets, bats and balls</p> <p>Key Learning: To develop accuracy skills when hitting a ball.</p> <p>PE Unit: Jumping</p> <p>Key Learning: To consolidate knowledge of how, where and why we jump in a game.</p>	<p>PE Unit: Rackets, bats and balls</p> <p>Key Learning: To apply hitting skills in different types of games.</p> <p>PE Unit: Jumping</p> <p>Key Learning: To apply knowledge of how to jump in combination, into their own ideas for linking jumps.</p>	<p>PE Unit: Rackets, bats and balls</p> <p>Key Learning: To use hitting skills to send a ball to space.</p> <p>PE Unit: Jumping</p> <p>Key Learning: To explore jumping using different combinations, jumping for distance and speeds.</p>	<p>PE Unit: Rackets, bats and balls</p> <p>Key Learning: To use hitting skills to send a ball to space in order to win a game.</p> <p>PE Unit: Jumping</p> <p>Key Learning: To apply knowledge of linking jumps together.</p>	<p>PE Unit: Rackets, bats and balls</p> <p>Key Learning: To refine understanding of how to win a game by sending a ball to space.</p> <p>PE Unit: Jumping</p> <p>Key Learning: To bring together knowledge in a tournament.</p>
Music 	<p>Music Unit: Around the world</p> <p>Key Learning: To listen to music from around the world.</p>	<p>Music Unit: Around the world</p> <p>Key Learning: To sing along with a backing track to build confidence.</p>	<p>Music Unit: Around the world</p> <p>Key Learning: To listen to music from around the world.</p>	<p>Music Unit: Around the world</p> <p>Key Learning: To explore message-driven music.</p>	<p>Music Unit: Around the world</p> <p>Key Learning: To consolidate singing and instrumental skills.</p>	<p>Music Unit: Around the world</p> <p>Key Learning: To perform using instruments and expressive singing.</p>