


Year 2 Summer Term Overview

Topic:	Summer 1: Indian Spice	Summer 2: Save our Seas!	
SMSC	Friendship and Respect		
PSHE and RSE:	Health and Wellbeing		
	Physical health and Mental wellbeing Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing and changing Growing older; naming body parts; moving class or year	Keeping safe Safety in different environments; risk and safety at home; emergencies
English: 	There's a Rang-tan in my bedroom: Sort and summarise information, label feelings and create a campaign poster to help save the orangutans. If all the world were: Non-narrative poems Writing in role, diaries, letters of advice, short explanations (Additional tasks from English Quest) Write descriptions about people, experiences and places in India. Make written comparisons between places. Write instructions for cooking.	The Journey Home: Persuasive letters Posters, lists, postcards, wanted posters, information reports, short stories The Water Protectors: Environmental campaign Descriptive non-fiction, life-cycles, character description (Additional tasks from English Quest) Children will create posters to raise awareness of the effects of plastic pollution. Children will listen to and read a range of literature to develop their understanding of the impacts of plastic pollution on our oceans. Children will write a story about the journey of a plastic bottle, sequencing events in order.	
Spelling, Grammar and Punctuation	<u>Punctuation</u> <ul style="list-style-type: none"> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Introduction to inverted commas to punctuate direct speech. <u>Handwriting</u> <ul style="list-style-type: none"> spelling most common exception words. using the diagonal and horizontal strokes needed to join letters in most of their writing. <u>Spelling</u> <ul style="list-style-type: none"> spelling most words with contracted forms. adding suffixes to spell most words correctly in their writing e.g. -ment, -ness, -ful, -less, ly etc. <u>Grammar</u> <ul style="list-style-type: none"> using sentences with different forms in their writing: exclamations using some expanded noun phrases to describe and specify using present and past tense mostly correctly and consistently using co-ordination (or/and/but) using some subordination (when/if/that/because) 		

<p>Maths:</p>	<p>Measurement using rulers (m/cm)</p> <p>Counting including links to scale and measure Read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given. Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)</p> <p>Geometry – Position and Direction Order and arrange combinations of mathematical objects in patterns and sequences</p> <p>Measurement - Time The pupil can: - read the time on the clock to the nearest 15 minutes - know the number of minutes in an hour and the number of minutes in a day - read the time on the clock to the nearest 5 minutes - read the time on the clock to the nearest 15 minutes - compare and sequence intervals of time.</p>	<p>Measurement mass and capacity</p> <p>Counting including links to scale and measure The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug).</p> <p>Measurement temperature ©</p> <p>compare and order length, mass, volume/capacity and record the results using < > symbols and =</p>
<p>Science:</p>	<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> • explore and compare differences between things that are living, dead and things that have never been alive; • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other; • Identify and name a variety of plants and animals in their habitats, including micro-habitats; 	
<p>Geography:</p>	<p>Use maps to identify continents and countries of the world. Locate the UK and India on a world map and identify main regions and cities. Investigate the environments in India and consider how animals and communities adapt to these environments. Compare the UK to India, identifying key similarities and differences including size, climate, wildlife etc. Research food and farming in India. Compare life for a child in the UK and India.</p>	<p>Children will understand the importance of our oceans and recognise as well as raise awareness about the damage that plastic waste has on them.</p>
<p>DT:</p>	<p>Textiles - Pouches Prepare and cook Indian food. Make an Indian Drum.</p>	<p>Children use ICT applications and devices to create a video appeal for people to save our seas.</p>
<p>Computing:</p>	<p><u>Creating media – Digital music</u> To say how music can make us feel. To identify that there are patterns in music. To show how music is made from a series of notes. To show how music is made from a series of notes. To create music for a purpose. To review and refine our computer work.</p>	<p><u>Programming B – An introduction to quizzes</u> To explain that a sequence of commands has a start. To explain that a sequence of commands has an outcome. To create a program using a given design. To change a given design. To create a program using my own design. To decide how my project can be improved.</p>
<p>Music:</p>	<p>Charanga Unit: Friendship song</p>	<p>Charanga Unit: Reflect, Rewind and Replay</p>

Art:	Use symmetry to create traditional Rangoli patterns. Use pastels and charcoal to create a picture of an elephant.	Children will create sea-storm collages in the style of J.W.M Turner. They will recycle plastic waste to make a kite and a junk model sea creature. They will also design a reusable water bottle.
PE:	Gymnastics Athletics	Striking and Fielding Athletics
RE:	<u>LIVING</u> What can we learn from sacred books?	
Spanish:	(Language Angels) Seasons	