

## Y2 Summer catch up (38 day half term)

Subject	Key Skills	Move to another year group?
<p style="text-align: center;"><b><u>English</u></b></p> <p><b>Summer 1:</b>  <i>Use The Night Box and Deep Dark Wood for home learning.</i>                      Recap – expanded nouns/similes                      Onomatopoeia.                      Alliteration                      Coordinating Conjunctions                      Inference and simple retrievals.</p> <p><b>Spelling:</b>                      Days of the week                      Months of the year                      Introduce new common exception words.                      Recap key spellings from year</p> <p><i>Move Jack and the Baked Beanstalk to Summer 2 – more opportunities for learning rather than consolidation.</i></p> <p><i>Summer 2 Outcome – Innovation of our story based on Jack and the Beanstalk.</i>  <b>Information Text/NC Report about a mini-beast (NC report/Info text taught in Sp2 but outcome not covered)</b></p>	<p><b>Common Exception Words:</b>                      Climb, gold, plant, path, past, pass, friend, love.</p> <p><b>New Learning Spelling Rules:</b>                      /tion/, /less/, /ment/, /ness/, /ful/, /ly/</p> <p><b>Spelling rules to recap:</b>                      /zsh/</p> <p><b>Writing:</b></p> <p><b>Language:</b>                      Adverbs                      Similes</p> <p><b>Punctuation:</b>                      Commas in a list                      Apostrophe for omission</p> <p><b>Structure</b>                      Paragraphing                      Conjunctions – subordination and movement of clauses.</p> <p><b>Embed:</b>                      CL                      Statement, questions and exclamations.</p> <p><b>Reading:</b>                      Inferences based on what was said or done.</p>	<p><b>Potential Spellings:</b></p> <p style="background-color: yellow;"><b>Homophone and near homophones</b></p> <p><i>Potential 12 below expected book band if no progress has been made since break from school.</i></p> <p><i>1:1 reads and 3x per week whole class reading to be put in place in Summer 2.</i></p>
<p style="text-align: center;"><b><u>Maths</u></b></p> <p><b>Summer 1:</b>  <b>Wk1, Multiplication and Division</b>                      Related facts                      Using methods – grouping and sharing                      Problem solving</p>	<p><b>Shapes</b> – 12 lessons ( 7 days)</p> <p><b>Time</b> – 9 lessons (5 days)</p> <p><b>Weight, mass and temperature</b> – 10 lessons (5 days)</p>	<p>None</p>

<p><b>Wk2, Shape:</b> Y1 shape recap for home learning. Shapes in real life for home learning.</p> <p><b>Wk3, Time:</b> Revise Y1 o'clock and half past. Counting in 5s reading for 5 minutes reading</p> <p><b>Wk4, Weights and Mass:</b> Encourage home baking and weighing. Use of scales for 2, 5, 10 intervals (Length and height covered previously – recap reading a ruler and measuring if they have equipment at home)</p> <p><b>Wk5, Fractions :</b> Finding half and quarter of a number. Shade a fraction Finding a thirds Finding three-quarters</p>	<p><b>Position and Direction</b> – 4 lessons (2 days)</p> <p>Total time for new learning: <b>19 days.</b></p> <p>Remaining 19 days – problem solving and application of 4 number operations and fractions.</p>	
<p style="text-align: center;"><b><u>Science</u></b></p> <p><b>Plants</b> – SO unit Continue with this during Summer 2 Children have been planting and observing at home during home learning break.</p>	<p><b>KQ – As planned – Living Things and their Habitats.</b></p> <ul style="list-style-type: none"> <li>• Explore and compare the differences between things that are living, dead and alive or have never been alive.</li> <li>• Identify that most things live in habitats which are suited to their basic needs.</li> <li>• Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>• Describe how animals obtain their food from plants and other animals using a simple food chain</li> </ul>	None
<p style="text-align: center;"><b><u>Geography</u></b></p> <p>Summer 1: Home Learning</p> <p><b>Rainforests</b></p> <p><b>Wk1</b>, ask geographical questions task with world map. Layers of the rainforest.</p>		<p>Recognising our school and local area and changes that may be happening around us. – Links with <b>Changes to Local Area</b> – From Local to Global.</p> <ul style="list-style-type: none"> <li>• Ask and answer questions. <i>(covers in both</i></li> </ul>

<p><b>Wk2</b>, Animals in the rainforest, Weather/Climate in the rainforest</p> <p><b>Wk3</b>, plants in the rainforest, people who live in the rainforest.</p> <p><b>Wk4</b>, Protecting the rainforest – the Great Kapok Tree (on Epic Books)</p> <p><b>Wk5</b>, The Amazon</p>		<p><i>previous Geography units in Y2)</i></p> <ul style="list-style-type: none"> <li>• Find out about the geography of the school – not covered!</li> <li>• Use aerial images. <i>(used in China unit but not in depth)</i></li> <li>• Identify land use around the school. <i>(covered in China unit and for comparison between Warrington and Shanghai)</i></li> <li>• Use compass directions and locational language. <i>(To be covered in Y2 Maths unit)</i></li> <li>• Draw simple maps. <i>(will cover within Y2 Maths unit)</i></li> </ul>
<p style="text-align: center;"><b><u>Art/DT</u></b></p> <p>Home learning Summer 1:</p> <p><b>Explore Henri Rousseau</b> as an artist.</p> <p><b>Use natural materials to collage</b> – set up tiger template for those who may not draw their own.</p>	<p><b>Collage:</b> 2 lessons – Explore collage and recreate Henri Rousseau inspired piece.</p> <p><b>Painting – As planned:</b> Hundertwasser</p>	<p><b>Fruit Smoothie – Y3 healthy snack.</b></p> <p><b>Healthy food has been covered in Y2 Science. Potentially SO could deliver this as will have natural break from Science whilst plants grow.</b></p>
<p style="text-align: center;"><b><u>Computing</u></b></p> <p>Home Learning:</p> <p><b>Effective Searching</b> – linked to rainforest unit.</p>	<p><b>Spreadsheets</b> – cover unit through mini-beast Science unit.</p> <p><b>Questioning</b> – link to Science mini-beasts unit.</p>	<p>Effective Searching – some coverage during home learning. Picked up in eSafety unit 1 Y1.</p>
<p style="text-align: center;"><b><u>PE</u></b></p> <p>Multi-skill sport sessions delivered remotely by HC.</p>	<p>Athletics</p>	
<p style="text-align: center;"><b><u>PSHE</u></b></p> <p>Summer 1, Home learning:</p> <p><b>Keeping safe</b> in the sun, on the road, online, in the home etc.</p>	<p>Feelings and emotions</p>	<p>Friendship – naturally delivered through general class PSHE day to day but no book work evidence.</p>
<p style="text-align: center;"><b><u>RE</u></b></p> <p>Spring 2, Home learning:</p> <p>Easter covered – linked to Easter around the world, other religions.</p>	<p>Hinduism – can worship help people remember what is important?</p>	<p><b>Christianity – The Church</b></p> <p><b>How and why is celebrating important in religion and worship – link to Church unit in Y3</b></p>