

Year 2 Summer 2 Overview LVC: Ole Kirk Christensen LV: Reflective

	Week 1 WC 3 rd June	Week 2 WC 10 th June	Week 3: SATS WC 17 th June	Week 4 WC 24 th June	Week 5 WC 1 st July	Week 6: TRIP WC 8 th July	Week 7: SHOW WC 15 th July
Transition	Y3 classes go out	Meet the Teacher evening at AJS	Y2 write letters to Y3 teachers	Y3 come over to answer Qs Y2 to Y3 handover	Meet the teacher on 2 nd and 4 th July. Extra Transition	Transition Day 11 th ½ day - 12 th Full day	End of Term Most recent books to AJS.
Maths	<ul style="list-style-type: none"> - Measuring - Capacity - Practice SATS Maths Paper 1 2023 on Tuesday. 	<ul style="list-style-type: none"> - Filling in the moderation gaps: - Word problems - SATS prep 	Key Stage 1 Assessments	<ul style="list-style-type: none"> - Measurement Mass / Capacity 	Statistics	Column addition Column subtraction	
<p>NC: count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</p> <ul style="list-style-type: none"> ♣ recognise the place value of each digit in a two-digit number (tens, ones) ♣ identify, represent and estimate numbers using different representations, including the number line ♣ compare and order numbers from 0 up to 100; use and = signs ♣ read and write numbers to at least 100 in numerals and in words ♣ use place value and number facts to solve problems. ♣ show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot ♣ recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. ♣ solve problems with addition and subtraction: ♣ using concrete objects and pictorial representations, including those involving numbers, quantities and measures ♣ applying their increasing knowledge of mental and written methods ♣ recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 ♣ add and subtract numbers using concrete objects, pictorial representations, and mentally, including: ♣ a two-digit number and ones ♣ a two-digit number and tens ♣ two two-digit numbers ♣ adding three one-digit numbers 							
Science		Experiment: Start mouldy bread – personal hygiene	Key Stage 1 Assessments	Experiment: Jelly Friction.	Experiment: Finish mouldy bread – personal hygiene		
		describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.		During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: <ul style="list-style-type: none"> ♣ asking simple questions and recognising that they can be answered in different ways ♣ observing closely, using simple equipment ♣ performing simple tests ♣ identifying and classifying ♣ using their observations and ideas to suggest answers to questions ♣ gathering and recording data to help in answering questions 			

ICT	Text Processing skills 1 BBC Dance Mat Typing (learning links) – Gain certificate	Introduce MS Word 2 – Recap <i>Shift key</i> for capital letters, <i>full stop</i> and <i>space bar</i> , <i>back space to delete</i> , <i>undo</i> , <i>redo</i> Save work – Save icon (top left), Browse, (choose Documents – or check it says that at the top), change file name, Save	Key Stage 1 Assessments	3 - <i>Basic text</i> (click/drag/highlight to select) and explore toolbars – amend font and size (numbers and A increase/decrease), save	4 - <i>Basic text</i> (click/drag/highlight to select) and explore toolbar - colour, bold, underline, save 5 – <i>Basic text</i> (click/drag/highlight to select) and explore toolbar - word art (outline, reflection, shadow etc)	Additional Required Tasks during summer term Team up with a reception class to support teaching logging on and using Simple City (select/click/drag) (two sessions if possible)
<p>use technology purposefully to create, organise, store, manipulate and retrieve digital content ♣ recognise common uses of information technology beyond school ♣ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>						
Phonics – LW Spelling Programme	Unit focus: Why do some words end dge or ge? Why can /j/ be spelled j or g in different words?	The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?	Key Stage 1 Assessments	The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?	Why do I swap the 'y' for an 'i' when I add the suffix -es?	

	<p>Genre: Recount (recap)</p> <p>Children as part of inquiry to follow clues that take them around the school grounds.</p> <p>Pupils to write a recount of what happened using directional and descriptive language.</p> <p>Key Teaching: Features of a recount – chronology, first person, past tense and time connectives.</p> <p>Purpose: pupils to tell us what happened when they followed the clues along the trail.</p>	<p>Genre: Letter writing (recap)</p> <p>Purpose: Pupils to write a letter to a Y3 pupil to ask questions about what Avenues is like/ what Y3 is like etc.</p> <p>Key Teaching: Greeting, signing off, introduction, address, question writing.</p> <p>Letters to be sent to AJS.</p>	<p>Key Stage 1 Assessments</p>	<p>Genre: Story/Recount (recap)</p> <p>Pupils to write a short narrative about life as a Lego brick – use texts such as Day the Crayons quit and Traction Man as WAGOLLS.</p> <p>Use drama to help explore how the Lego would feel, explore different feelings.</p>	<p><i>Purpose: Recount from another objects perspective.</i></p>	<p>Get to know me booklets</p> <p>Transition</p>	
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	Pupils should be taught to: ♣ develop positive attitudes towards and stamina for writing by: ♣ writing narratives about personal experiences and those of others (real and fictional) ♣ writing about real events ♣ writing poetry ♣ writing for different purposes ♣ consider what they are going to write before beginning by: ♣ planning or saying out loud what they are going to write about ♣ writing down ideas and/or key words, including new vocabulary ♣ encapsulating what they want to say, sentence by sentence ♣ make simple additions, revisions and corrections to their own writing by: ♣ evaluating their writing with the teacher and other pupils ♣ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ♣ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] ♣ read aloud what they have written with appropriate intonation to make the meaning clear.						
Grammar and Punctuation Focus	Time Connectives	Apostrophes	Key Stage 1 Assessments	Subordinating conjunctions			
SPAG	Using suffixes in writing / plurals	Coordinating Conjunctions	Apostrophe revisit	Comma Revisit	Subordinating conjunctions	Homophones/Near homophones	Sentence/Command/ Exclamation/Statement
	Pupils should be taught to: ♣ spell by: ♣ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ♣ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones ♣ learning to spell common exception words ♣ learning to spell more words with contracted forms ♣ learning the possessive apostrophe (singular) [for example, the girl's book] ♣ distinguishing between homophones and near-homophones ♣ add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly						
Spellings	children, everybody, beautiful, water, many, again, who, most, should, called.						
Reading	Whole Class Reading: Room on the broom/Monkey Puzzle - comparison	Whole Class Reading: Room on the broom/Monkey Puzzle - comparison	Key Stage 1 Assessments	Whole Class Reading:	Whole Class Reading:	Whole Class Reading:	Whole Class Reading:
	Class Chapter book: following classes interests.						
	2 x Guided Reading sessions for each child per week and 2 x WCR a week.						
	Pupils should be taught to: ♣ develop pleasure in reading, motivation to read, vocabulary and understanding by: ♣ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ♣ discussing the sequence of events in books and how items of information are related ♣ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ♣ being introduced to non-fiction books that are structured in different ways ♣ recognising simple recurring literary language in stories and poetry ♣ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ♣ discussing their favourite words and phrases ♣ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear ♣ understand both the books that they can already read accurately and fluently and those that they listen to by: ♣ drawing on what they already know or on background information and vocabulary provided by the teacher ♣ checking that the text makes sense to them as they read and correcting inaccurate reading ♣ making inferences on the basis of what is being said and done ♣ answering and asking questions ♣ predicting what might happen on the basis of what has been read so far ♣ participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say ♣ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.						
Drama/Inquiry	Pupils to discover clue in their classroom, follow	Pupils to show the legacy of the school with Lego	- what do we think the school was before it was a school?	Stop Motion			

	<p>clues on trail around school to discover Lego.</p> <p>Floor books</p>	<p>just as has been done with a video about Lego. Learn about Lego.</p>	<p>- in class go through the pictures of the school site, discuss what the site once was used for.</p> <p>- As surveyors; go for a walk around the school and discuss what different parts of the school might have been before it was a school.</p> <p>- create a timeline of the history of the school – can we add on something that hasn't been built yet? (climate classroom)</p> <p style="text-align: center;">Stop Motion</p>	<p>- Each class to have an inquiry to make a short stop motion video. Children to work in groups using Lego to create scenes and plan using story boarding.</p> <ul style="list-style-type: none"> - Rainforest - Victorian - Hospital - Zaha Hadid - Architecture - Ernest Shackleton - Chocolate - Lego 			
Geography	<p>Draw map of school using a basic key.</p> <p>Simple compass directions & language of location and direction to describe map routes & features.</p>	<p>Identify Norwich on a map – introducing the vocabulary coast</p>	<p>Use aerial photos and plan views to recognise landmarks and human & physical features. surrounding environment.</p>	<p>Use simple fieldwork & observational skills to study the school and its grounds, and the human / physical features of its</p>			
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas <p>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> ● key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ● use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage ● use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map ● use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key <p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>						
History		<p>History of Lego: Non-chrono about Ole Christensen</p>	<p>History of toys</p>	<p>History of the local area -</p>			

		Pupils should be taught to: <ul style="list-style-type: none"> ♣ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements.					
Art/ DT	Self portraits for tote bags to be done ASAP and given to HC by Friday.	Pupils should be taught <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work					
PSHE & RHE	Physical health and Mental wellbeing Why sleep is important; medicines and keeping healthy; keeping teeth healthy; PoS Refs: H4, H6, H7,	Day of Welcome Transition discussion – worries and wonders? The Day the War Came retelling.	Growing and changing Growing older; naming body parts; moving class or year PoS Refs: H20, H25, H26, H27	Transition discussion	RSE Solution Lesson 2 Pupils can recognise how they grow and will change as they become older.		Water Safety /Water play day
Music	Singing Assembly – Leavers Show Preparation Ocarina	Singing Assembly – Leavers Show Preparation Ocarina	Singing Assembly – Leavers Show Preparation Ocarina	Singing Assembly – Leavers Show Preparation Ocarina	Rehearsing Leavers Show	Rehearsing Leavers Show	Leavers Show – 17 th July
	Pupils should be taught to: <ul style="list-style-type: none"> ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes ♣ play tuned and untuned instruments musically ♣ listen with concentration and understanding to a range of high-quality live and recorded music ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music. 						
Word Aware Vocab	- Reflective - Welcome	- Coast - Transition	- Stop motion - Growing	- Aerial - Experiment	- Change - Life cycle	- Human - Physical	- Leavers -
Oracy	- Instigator: Continue developing	- Instigator: Continue developing	- Continue developing	- Openly discuss feelings and listen/respond	- Openly discuss feelings and listen/respond	- Openly discuss feelings and listen/respond	-

	ability to chair discussions.	ability to chair discussions.	ability to chair discussions.	to others without judgement.	to others without judgement.	to others without judgement.	
PE	Sports day preparation	Sports day preparation	Sports day preparation	Sports day preparation	Sports day – Tuesday 2 nd July Floor books	Real PE	Real PE
	Pupils should be taught to: <ul style="list-style-type: none"> ♣ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ♣ participate in team games, developing simple tactics for attacking and defending ♣ perform dances using simple movement patterns. 						
Other		Refugee Week Day of Welcome 14 th June Phonics Screening Retake	Key Stage 1 Assessments		Sports Day – 2 nd July	Transition Days x 2	Last week