

Year 2 Summer 1 Overview 2021-22

| Subject/Week | WK1 6/6 | WK2 13/6 | WK3 20/6 | WK4 27/6 | WK5 4/7 | WK6 11/7 | WK7 18/7 |
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| SPAG Also- Handwriting weekly NC- 'form lower-case letters of the correct size relative to one another' | Key vocabulary and skills: Recap capital letters, full stops | Key vocabulary and skills: - adverbs - adjectives - verbs - nouns - conjunctions - compound words - homophones and near-homophones | Key vocabulary and skills: - adverbs - adjectives - verbs - nouns - conjunctions - compound words - homophones and near-homophones | Key vocabulary and skills: - adverbs - adjectives - verbs - nouns - conjunction - compound words - homophones and near-homophones | Key vocabulary and skills: - questions - Directional language - quality language - time language | Key vocabulary and skills: - questions - Directional language - quality language - time language | Key vocabulary and skills: - questions - Directional language - quality language - time language Wensum Hub Assessment |
| Phonics/ Spellings Spelling embedding weekly NC- 'learning to spell common exception words' | Phonics Screening | Recap and focus on key spellings. | | | | | |
| | Key words: where, their, your, work, after, different, have, there , would | | | | | | |
| Maths | Shape 2D / 3D revision NC: identify and describe the properties of 2-D | Problem Solving and support | Column addition Column subtraction | Measurement: Mass NC: Compare, describe and solve practical | Measurement: Capacity NC: Compare, describe, and solve | Measurement: Temperature NC: choose and use appropriate standard | - |

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| | <p>shapes, including the number of sides and line symmetry in a vertical line</p> <ul style="list-style-type: none"> ♣ identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces ♣ identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] ♣ compare and sort common 2-D and 3-D shapes and everyday objects. | | | <p>problems for mass/weight [for example, heavy/light, heavier than, lighter than]</p> | <p>practical problems for capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</p> | <p>units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> | |
| Science | | | <p>Mini beasts</p> <p>NC: microhabitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter).</p> | | | | |
| <p>ICT</p> <p>NC- '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> | Word Processing | Word Processing | Word Processing | Word Processing | Word Processing | Word Processing | Word Processing |
| <p>English/Writing</p> <p>NC- Speaking & Listening- 'articulate and justify answers, arguments and opinions. 'Consider and evaluate</p> | <p>Independent write</p> <p>Ole Christiansen</p> <p>Non Chron</p> | <p>Recount of School Trip</p> | <p>Non – Chron</p> | <p>All About Me Booklet</p> | <p>Poems?</p> <p>Benjamin</p> <p>Zephaniah?</p> | <p>Instructions x 3</p> | |

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| <p>different viewpoints, attending to and building on the contributions of others'</p> <p>NC- Writing- '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'</p> | <p>Introduce purple pens for editing</p> | <p>Instructions: How to be safe at Bewilderwood.</p> | <p>Story writing – Plantation Gardens.</p> <p>Instructions: writing on how we made the food we are going to eat.</p> | | | | |
| <p>Reading</p> <p>NC- 'continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent'.</p> <p>'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'.</p> | <p>Mixed ability reading partners / Guided Reading / Whole Class Reading</p> <p>Monday- Introduce a text and whole class discussion. Read whole or part.</p> <p>Tuesday- Comprehension task with a reading partner</p> <p>Wednesday-Friday- Guided reading in groups</p> | | | | | | |
| <p>History</p> <p>NC- 'develop an awareness of the past, using common words and phrases relating to the passing of time. ...know where the people and events they study fit</p> | <p>Looking at the school site and how it has changed over the years.</p> | <p>Plantation Gardens – looking at how a local area has been used in the past. Humphrey Repton – designer – Catton Park/Sheringham park: aspiringnorfolk.co.uk/resources– love letter to Norfolk (Jake Humphreys)</p> | | | | | |

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| within a chronological framework and identify similarities and differences between ways of life in different periods'. | Ole Christiansen: NC: the lives of significant individuals in the past who have contributed to national and international achievements. | NC: I can research a significant local place of interest (The Plantation Garden) and find out about its history/origin/changes of use and record the findings in a report. | | | | |
| Geography | Green Blue Peter Badge | Vice President of environmental responsibility for Lego | Local Area Creating a simple map. NC: 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. | | | |
| ART | Self Portraits for Leavers Books | | Angie Lewin inspired drawings and prints. NC: 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 | | | |
| DT | Pond Project | Pond Project | Pond Project | Electricity Designing 2D design for climate classroom. NC: 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 | Make and prepare a meal: soup/new potatoes? | Sewing |

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| <p>Music. NC- 'play tuned and untuned instruments musically' -Ocarina</p> <p>NC- 'use their voices expressively and creatively by singing songs'.</p> | Ocarinas | End of Year Performance | End of Year Performance | End of Year Performance | End of Year Performance | End of Year Performance | End of Year Performance |
| PHSE + Wellbeing RSE | | RSE: Lesson 6 Secrets and surprises | | RSE: Lesson 2 Body | | | |
| Transition | Change/staying healthy/ mental wellbeing. | | Invisible String | | Transition: Talking about our new school Toolkit Cards | Transition: Toolkit Cards Passport | Transition: Toolkit Cards |
| <p>Every Friday afternoon – pupils to remain in the hall to be mixed and have busy time together – be sent back to classes at 2.40pm</p> | | | | | | | |
| RE Norfolk Agreed Syllabus 'How do festivals/celebrations bring people together?' | | Siddhartha and the Monkey King (Greed / Caring) | | The Crying Camel (All living things important) | | | |
| PE | Sports day prep x2 | Sports day prep x2 | Sports day prep x2 | Sports Day | | | |
| 50 Things | Prepare and Eat a Meal – What does a million look like? - Plant a seed and eat what grows – Swimming Lessons | | | | | | |

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| <p>Inquiry: Reflective: Ole Christiansen + Tim Brook</p> <p>NC- Guidance notes state that- Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.</p> | <p>Learn about Ole Christiansen and his journey to inventing Lego.</p> <p>Inquiry launched with video message.</p> <p>Discuss and record as a class what we know about the school area and climate classroom.</p> <p>History of school site.</p> | <p>Vice President of environmental responsibility for Lego</p> <p>Children in role.</p> <p>Henry Trevor and Humphrey Repton.</p> | <p>Visit to Plantation Gardens.</p> | <p>Design 2D Climate Classroom.</p> <p>Children grouped up to reflect and compromise and to create 1 design between 3-4 children.</p> | <p>Create 3D model using Lego.</p> <p>Plan small presentation to discuss their models.</p> <p>Write evaluation.</p> | <p>Present work.</p> | |
| <p>Other</p> | | <p>School Trip 16th to Bewilderwood</p> <p>Day of Welcome 17th June</p> | <p>Refugee Week – Whole Class Reading</p> <p>Plantation Gardens visit</p> | <p>Sports Day</p> | | <p>Transition 14th half day</p> <p>Transition 15th – all day</p> | <p>End of Year show???</p> |

NC- Indicates the specific section taken from the National Curriculum – or other regulatory body where stated- relating to the teaching planned.

Year 2 Summer 2 Half Term Overview.

Where there are gaps in planning this is to allow for flexibility in the direction learning may go in following pupil voice.