

## Year 2 Learning Overview – Summer Term 2

<p><b>English</b></p>	<p><b>Text:</b> A walk in London by Salvatore Rubbino  <b>Outcomes:</b> Tourist guides  <b>Skills:</b> Use the first two or three letters of a word to check its spelling in a dictionary, being introduced to non-fiction books that are structured in different ways, Subordination (using when, if, that, because) and co-ordination (using or, and, but), expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of], introduction to paragraphs as a way to group related mat, make simple additions, revisions and corrections to their own writing by, proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p>
<p><b>Maths</b></p>	<p><b>Measurement - Time</b>  Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day.  Compare and sequence intervals of time.  <b>Measurement – Mass, Capacity &amp; Temperature</b>  Choose and use appropriate standard 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.  Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</p>
<p><b>Drama</b></p>	<p>Poetry  Improvisational Drama</p>
<p><b>French</b></p>	<p>Sports  Colours and numbers  Putting short sentences together</p>
<p><b>Humanities</b></p>	<p><b>Kenya - Continued</b>  To know where Kenya is and to think about what life is like in Kenya  To contrast town and village life in Kenya  To recognise the flag and what it symbolises  To know what clothes are worn by Kenyan people  To know what foods are farmed and eaten in Kenya  To think about tourism and its impact in Kenya</p>
<p><b>Computing</b></p>	<p><b>PRODUCTIVITY</b>  ‘We are zoologists’  Recording bug hunt data.  Excel/Snapseed. Googlemap, google earth.</p>
<p><b>Art</b></p>	<p>Father’s Day Cards  African Clay Pots (2 weeks)</p>
<p><b>Music</b></p>	<p>Learning to play the recorder continued.</p>
<p><b>PE</b></p>	<p><b>Small Ball Skills</b>  To develop Cricket Specific Skills: throwing, catching and batting skills which are incorporated into game situations.  <b>Athletics</b>  Students will explore running, jumping and throwing activities and take part in simple challenges and competitions. They will experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance.</p>

	<p>Prepare for Pre-prep Sports Day</p> <p><b>Swimming</b></p> <p>Refine aquatic breathing</p> <p>Refine body position, kick and arms through a series of more developed practices. (Across all four strokes)</p>
<b>RE</b>	<p><b><u>Places of worship continued</u></b></p> <p>To recap visit from the minister and to write a thank you card.</p> <p>To recognise the miracles that occurred in Jesus' time.</p> <p>To recall the healing of the blind.</p> <p>To recognise the miracles that occurred in Jesus' time.</p> <p>To recall the story of the Feeding of the 5000</p> <p>To produce a leaflet to inform other children about places of worship.</p> <p>To assess what children have learnt about the Church.</p>
<b>Science</b>	<p><b><u>Experiments and Investigations</u></b></p> <p>Recap on the four topics</p>