

Year group: 2		Term: Summer 2
Subject	Strand	Unit of work title / Overview
English	Reading	To explore and understand a text. Read most words quickly and accurately without overt sounding and blending. Listening to, discussing and expressing views about a wide range of contemporary and classic stories. Discussing and clarifying the meaning of words and phrases and identifying ambitious vocabulary. Making inferences based on what is being said and done. Introduction to text marking.
	Writing	Writing to inform. Outcome: Write a recount from a character's perspective. Key text: The Proudest Blue by Ibtihaj Muhammad. Writing to entertain. Writing narratives about personal experiences and those of others (real and fictional). Key text: The Tear Thief by Carol Ann Duffy.
	Phonics/Spelling	Reading multisyllable words containing all graphemes. Read common suffixes. Read and spell exception words. Revision of Year 2 spelling rules. Securing spelling strategies. Developing proofreading and checking skills.
	Grammar	Subordination (using when, if, that, or because) and co-ordination (using or, and, but) Learn to spell more words with contracted forms e.g., can't, didn't. Learning the possessive apostrophe (singular). Add suffixes to spell longer words including –ment, -ness, -ful, -less, -ly.
	Punctuation	Accurately punctuate a sentence in line with the sentence type (statement, question, command and exclamation). Commas to separate items in a list.
Maths	Mental calculations	2, 5, 10 times-tables.
	Written calculations	Multiplication and division. One step and two step word problems.
	Units of work	Statistics: Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer questions about totalling and comparing categorical data. Position and direction: 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 anticlockwise). Consideration of all previous learning.
Science	Working scientifically	Identifying, classifying and grouping. Performing simple tests. Gathering and recording data. Asking simple questions.
	Units of work	Living Things. We will be exploring and comparing the differences between things that are living, dead and things that have never been alive. We will learn how animals obtain their food from plants and other animals, using the idea of a simple food chain.
Spanish	Units of work	Instruments/Los instrumentos
Geography	Units of work	Our local area –What's is the weather like where I live? We will be identifying the meaning of weather and climate and how it affects us all year round. We will be using rain gauges and windsocks to observe and record weather over a period of time, creating a weather chart with our data. We will identify extreme weather and the effects of climate change.
Art/DT	Units of work	Drawing. Genre: Landscape Artist: Paul Cézanne Technique: Identify backgrounds and foregrounds. Blending using pencils, pastels, chalk and oil pastels. Outcome: Draw a landscape using a variety of media.
Music	Musician	Traditional music around the world
	Units of work	Our Big Concert! Children will be presenting songs to create a performance. Each week children will be singing, playing, improvising and composing using a selection of notes. Social question: How does music teach us about looking after our planet?
RE	Units of work	What is the good news that Christians say Jesus brings? (Part 2) Learning about the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings. We will learn about the instructions that Jesus gives in the bible and how Christians follow his example.
Computing	Units of work	Pictograms. Beginning to understand what the term data means and how it can be collected in the form of a tally chart progressing onto presenting data visually using software.
PE	Units of work	Summer sports focusing on striking. Playing competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
PSHE	Units of work	How do we recognise our feelings? We will explore, recognise and name the different feelings that humans can experience. Learning how to recognise what others are feeling, share our feelings and describe ways that help us feel good.