



Year 2 Overview

Summer 1

The Year 2 team welcomes you back and hope you have all had a lovely, restful Easter break! We have many exciting topics to delve into this term including returning back to History to answer the question: What did the Great Fire do to London? We will also delve back into Art to focus on the work of Impressionists in Art, specifically the work of Claude Monet. We hope you are as excited as us for a new term of fun learning!

Mathematics

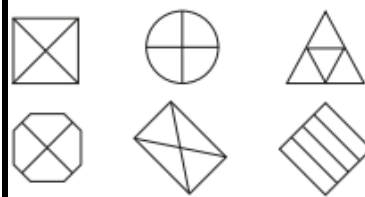
Fractions (3 weeks):

- Introduction to parts and whole
- Equal and unequal parts
- Recognise a half
- Find a half
- Recognise a quarter
- Find a quarter
- Recognise a third
- Find a third
- Find the whole
- Unit fractions
- Non-unit fractions
- Recognise the equivalence of a half and two quarters
- Recognise three-quarters
- Find three-quarters
- Count in fractions up to a whole

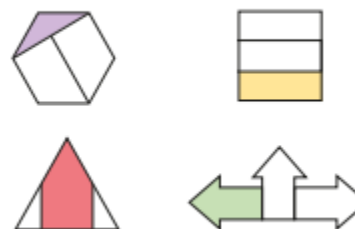
Which pictures have one half shaded?



Colour $\frac{1}{4}$ of each shape.



Which shapes have $\frac{1}{3}$ shaded?



Time (3 weeks):

- O'clock and half past
- Quarter past and quarter to
- Tell time past the hour
- Tell time to the hour
- Tell the time to 5 minutes
- How many minutes in an hour
- How many hours in a day

a) What time will it be when the minute hand is pointing to each number?
The first one has been done for you.

5 minutes past

minutes past

minutes past

minutes past

minutes past

minutes past

b) What is another way of saying "15 minutes past"?

c) How else can you write "30 minutes past"?

	minutes past 1
	minutes to 2

Write the time shown on each clock. Use the word bank to help you.

o'clock half past

a)

b)

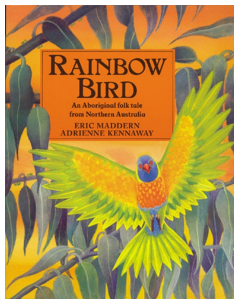
c)

d)

How many minutes are there in 1 hour?

How did you work it out?

English



Rainbow Bird by Eric Maddern

Writing Outcome:

Character description

Retelling

Story Innovation



Writing Outcome:

Diary entry

Apostrophes by Roger McGough (Poetry)

Writing Outcome:

Writing a poem

Science

In science this half term we will be learning about animals.

Our key question: How can I keep my body healthy?

Outcomes:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise eating the right amounts of different types of food, and hygiene

Art:

In art, we are going to focus on the work of Claude Monet, founder of Impressionism.

Our key question: What is it like painting 'en plein air' like the Impressionists?

We will focus on:

Sketch books

- Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.
- Use a sketchbook to plan and develop simple ideas and store information on colour mixing, the colour wheel and colour spectrums.

Evaluating, analysing and developing ideas and work

- Develop skills in verbally describing their thoughts, ideas and intentions about their work. Describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns.
- Talk about how they could improve their work using the language of the formal elements.
- Offer advice to others understanding that all artists do this and give confidence and praise.

Drawing and Mark Making

- Continue to experiment with different grades of pencil in sketchbooks.
- Observe and draw shapes from observations. Begin to draw shapes in-between objects.
- Begin to show an awareness of objects having a third dimension and perspective.
- Make drawings as a starting point for work in other areas.
- To draw for a sustained period to form figures and real objects, both single and grouped.
- Begin to show form by drawing light and dark lines, patterns and shapes.

Colour and Painting

- To know the names of different types of paint and their properties: Watercolor = translucent and Acrylic = opaque
- Begin to control the types of marks made with a range of painting techniques and media (acrylic, poster and watercolour painting) e.g. layering and adding texture using different brush strokes and sizes.
- To know that paintbrushes can differ in appearance and purpose: Flat brush – straight edges or blocked strokes. Rounded brush – versatile and can be used for small details.
- Use a brush to produce marks appropriate to work. E.g. small brush for small marks.
- Experiment in differing hues of watercolours using different amounts of water. (Begin to mix colour shades and tones. Understand the vocabulary of shades and tones (Acrylic paint and watercolours).
- Have a secure understanding of primary and secondary colours.
- Begin to understand how artists use warm and cool colours and explore how this can create a mood in painting.

History:

In History, we are learning about the Great Fire of London.

Our key question: What did the Great Fire do to London?

We will focus on:

- Try to work out how long ago an event happened
- Describe reasons why things changed.
- Describe how a society/settlement is different after an event.
- Say at least 3 ways they can find out about the past
- Find facts about a person/event from two different pieces of evidence
- Ask and answer what, when, how, why questions about an object or photograph.

PSHE

Our key question: How and why are some people special to us?

We will be learning to:

- Understand that all families are different and that within families you have different relationships with different people
- Understand that most people value their family
- Know that there are lots of forms of physical contact within a family
- Know how to stay stop if someone is hurting them
- Understand that it's ok to fall out with friends
- Think about resolving conflict
- Use a positive approach to restoring friendship
- Identify some of the things that cause conflict with my friends
- Understanding what a secret is and when to keep it and when to tell someone
- Understand when it's in the best interest of someone else to tell and adult a secret
- Think about family, school and the local community
- Understand how it feels to trust someone
- To understand what appreciation means
- To be able to appreciate special people and know why
- Understand the importance of being able to accept compliments from others

R.E

Our key question: How does special food and fasting help people in their faith?

We will learn to:

- Consider what I might give up and why if I were to fast
- Explain what food is special to eat at certain times for Muslims and Christians
- Explain why people fast and why it is important to believers

Computing

Making Music

Children will listen to a variety of pieces of music and consider how music can make them think and feel. Children will compare creating music digitally and non-digitally. Learners will look at patterns and purposefully create music

Music

Our key question:

Where do our songs come from?

Listening: traditional songs related to London's History (Narrative songs)

Composing/Performing: Creating Great Fire of London' Ostinatos and accompaniments on tuned percussion

Experience; Performing songs for parents in assembly

P.E

Invasion

Dance

Key dates

- **Trips/Experience:**
 - Draw at the canal (TBC)
- **Assembly dates:**
 - Birch class: Tuesday 5th May 3pm
 - Beech class: Tuesday 12th May 3pm

PE Days:

Birch: Monday and Wednesday

Beech: Monday and Friday

Homework: Handed out on Fridays and returned by the following Thursday

Reading for Pleasure books and Reading practice books: Changed on Tuesday.

How to support your child at home with their learning this half term...

Science:

- Look through the different animal categories and understand what animals belong in which category.
- Go on a local area walk and hunt for different animals (birds, insects, fish etc).
- Bug hunt in your garden or local park.
- Go on a trip to a farm: Mudchute farm/Stepney City farm
- Reading books about different species habitats and diets
- Make simple bird feeders to hang outside and identify local species
- Keep an ongoing notebook or scrapbook to document the different animals you find near your home.
- Sorting out toy animals or pictures of animals into groups based on the animal's features.
- Create crafts such as painting or drawings to discuss their physical features like spots, fur or scale.
- Play games pretending to be different animals imitating their movements and noises.

History:

- A trip to the Monument to commemorate the 1666 disaster. Situated near Pudding Land where the fire began. Children can explore the area.
- Use the Museum of London's resources to look at historical sources, such as pictures and diaries to discover how the fire was put out.
- Play audio of roaring fires or use a fan to simulate wind blowing the fire while reading a story about the event.
- A trip to the Idea Store to find more books about the Great Fire of London.
- Draw a simple map of London and use red crayons to show how the fire started.
- Build a tudor city using cardboard boxes to build houses. Then create a 'fire' using

tissue paper to show how closely packed houses were.

- Bake bread or scones to represent the bakery where the fire started, using the time to discuss the story.

Art:

- Experiment with paint, different size brushes, acrylic paint, watercolours and markers.
- Draw different lines (light and dark), patterns and shapes.
- Experiment mixing colour shades and tones. Look at Claude Monet's artwork and try to guess what time of day he painted it by looking at clues in his work and the shadows.
- Understand primary and secondary colours
- Divide your page or canvas into 4 sections and re-create 4 of his paintings.

RE:

- Children can choose a favourite treat or toy to 'fast' from a day or a week.
- Share meals together and discuss concepts like community and breaking fasts together.
- Keep a journal where they write down what they have learnt and how they are feeling.
- Let children bake or cook a special traditional food item that is used in a festival.
- A trip to the Idea Store to find non-fictional books related to this.