



**Becontree Primary School**  
**Year 2 Medium Term Overview of Learning (Summer B)**

<p><b>Writing</b></p>	<p><b>Narrative – stories from different cultures</b>          The Missing piece by Jordan Stephens          To explore stories from other cultures          To plan, write and edit description of own home and compare to a friend/relative.          To use descriptive language to write a friendship mixture.          To use descriptive language to write a retelling of the story – The Missing Piece</p>			<p><b>Poetry: Michael Rosen</b>          To explore Michael Rosen poetry          To write a poem based on a familiar structure          To edit and improve poems  <b>Poetry: John Foster</b>          To explore John Foster poetry          To read and recite a John Foster poem          To understand how the rhyming elements of a poem make it pacey, fun and even funny          To write a poem based on a familiar structure          To edit and improve poems</p>			
<p><b>Handwriting</b></p>	<p>Letter formation and joining practise.          Join poems and letters</p>	<p>Letter formation and joining practise.          Join poems and letters</p>	<p>Letter formation and joining practise.          Join poems and letters</p>	<p>Letter formation and joining practise.          Join poems and letters</p>	<p>Letter formation and joining practise.          Join poems and letters</p>	<p>Letter formation and joining practise.          Join poems and letters</p>	<p>Letter formation and joining practise.          Join poems and letters</p>
<p><b>Maths</b></p>	<p><b>Exploring calculation strategies.</b>          Apply addition and subtraction strategies to solve equations          •Illustrate and explain addition and subtraction using column method</p>	<p><b>Exploring calculation strategies.</b>          Apply addition and subtraction strategies to solve equations          •Illustrate and explain addition and subtraction using column method</p>	<p><b>Exploring multiplicative thinking</b>          •Pattern seek with multiples of 2, 3, 4 5 and 10 using an array          •Use known facts to derive facts from the 3 and 4 times tables.          •Connect multiplication and division facts using commutativity and inverse</p>	<p>Revision of key concepts &amp; Assessment week</p>	<p><b>Exploring multiplicative thinking</b>          •Pattern seek with multiples of 2, 3, 4 5 and 10 using an array          •Use known facts to derive facts from the 3 and 4 times tables.          •Connect multiplication and division facts using commutativity and inverse</p>	<p><b>Exploring multiplicative thinking</b>          •Pattern seek with multiples of 2, 3, 4 5 and 10 using an array          •Use known facts to derive facts from the 3 and 4 times tables.          •Connect multiplication and division facts using commutativity and inverse</p>	<p><b>Exploring multiplicative thinking</b>          •Pattern seek with multiples of 2, 3, 4 5 and 10 using an array          •Use known facts to derive facts from the 3 and 4 times tables.          •Connect multiplication and division facts using commutativity and inverse</p>
<p><b>Computing Programming</b></p>	<p><b>Programming –using Scratch Junior</b>          I can identify the start of a sequence          I can identify that a program needs to be started          I can show how to run my program</p>	<p>I can predict the outcome of a sequence of commands.          I can match two sequences with the same outcome.          I can change the outcome of a sequence of commands.</p>	<p>I can work out the actions of a sprite in an algorithm          I can decide which blocks to use to meet the design          I can build the sequences of blocks I need</p>	<p>I can choose backgrounds for the design          I can choose characters for the design          I can create a program based on the new design</p>	<p>I can choose the images for my own design          I can create an algorithm          I can build sequences of blocks to match my design</p>	<p>I can compare my project to my design          I can improve my project by adding features          I can debug my program</p>	<p>I can compare my project to my design          I can improve my project by adding features          I can debug my program</p>

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<p><b>Foundation Subjects –</b>            Science            DT            ART</p>	<p><b>Science</b></p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Observing closely, using simple equipment</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Asking simple questions and recognising that they can be answered in different ways</p> <p>Performing simple tests</p>	<p><b>Science</b></p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Using their observations and ideas to suggest answers to questions</p>	<p><b>DT</b></p> <p>To create a design brief</p> <p>To design a moving vehicle which includes a lever, axel and wheels</p>	<p><b>DT</b></p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p>	<p><b>DT</b></p> <p>To test and improve their moving vehicle</p> <p>Evaluate their ideas and products against design criteria</p>	<p><b>ART</b></p> <p>To learn 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.</p> <p>to use drawing to develop and share their ideas, experiences and imagination.</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p><b>ART</b></p> <p>To use a range of materials creatively to design and make products.</p> <p>to use drawing and painting to develop and share their ideas, experiences and imagination.</p> <p>To create a self portrait reflecting the style of a famous artist – Chinwe Roy.</p> <p>To evaluate our art work.</p>
<p><b>Music</b></p> <p><b>Exploring Improvisation</b></p>	<p><b>Exploring Improvisation</b></p> <ul style="list-style-type: none"> <li>• To learn to sing a song</li> <li>• To play an instrumental part on a glockenspiel</li> <li>• To improvise using the notes C, D and E</li> <li>• To select a piece of music to perform</li> <li>• To assess my learning using a quiz</li> </ul>						
<p><b>PSHE Growing up (Weeks 1-3)</b></p> <p><b>RHE Differences (Weeks 4-6)</b></p>	<p><b>PSHE Lesson 1 Look At Me Now:</b>            I can describe how I have changed since I was a baby.</p>	<p><b>PSHE Lesson 2 Getting Older:</b>            I can describe how I will change as I get older.</p>	<p><b>PSHE Lesson 3 Changes:</b>            I can describe things that might change in a person's life and how it may make them feel.</p>	<p><b>RHE Lesson 1 Differences:</b>            I can identify the differences between male and female bodies.</p>	<p><b>RHE Lesson 2 Male and Female Animals:</b>            To explore some of the differences between male and female- focus on life cycles.</p>	<p><b>RHE Lesson 3 Body Part Contact:</b>            To understand sexual difference and name body parts.</p>	<p><b>Consolidation of previous lessons</b></p>

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<p><b>RE</b>  <b>Where does the world come from and how should we look after it?</b></p>	<p><b>Lesson 1</b>          What is the meaning of creation?</p>	<p><b>Lesson 2</b>          What stories do Jews, Christians and Muslims tell about how the world began?</p>	<p><b>Lesson 3</b>          What stories do Jews and Christians tell about how the world began (Adam and Eve)?</p>	<p><b>Lesson 4</b>          How do Christians try and look after the world?</p>	<p><b>Lesson 5</b>          What stories do Hindu's tell about how the world began?</p>	<p><b>Lesson 6</b>          How can you represent a creation story creatively?           How do you think the world began?</p>	<p><b>Consolidation of previous learning</b></p>
<p><b>PE</b></p>	<p><b>Outdoor – Invasion Games</b>  <b>Lesson 1:</b>          To understand what being in possession means and support a teammate to do this.   <b>Indoor – Yoga</b>  <b>Lesson 1:</b>          To copy and repeat yoga poses.</p>	<p><b>Outdoor – Invasion Games</b>  <b>Lesson 2:</b>          To understand that scoring goals is an attacking skill and to explore ways to do this.   <b>Indoor – Yoga</b>  <b>Lesson 2:</b>          To develop an awareness of strength when completing yoga poses.</p>	<p><b>Outdoor – Sports</b>  <b>Day practise</b>   <b>Indoor – Yoga</b>  <b>Lesson 3:</b>          To develop an awareness of flexibility when completing yoga poses.</p>	<p><b>Outdoor – Invasion Games</b>  <b>Lesson 3:</b>          To understand that stopping goals is a defending skill and explore ways to do this.   <b>Indoor – Yoga</b>  <b>Lesson 4:</b>          To copy and remember actions linking them into a flow.</p>	<p><b>Outdoor – Invasion Games</b>  <b>Lesson 4:</b>          To explore how to gain possession.   <b>Indoor – Yoga</b>  <b>Lesson 5:</b>          To create a flow, perform and teach it to a partner.</p>	<p><b>Outdoor – Invasion Games</b>  <b>Lesson 5:</b>          To mark an opponent and understand that this is a defending skill.   <b>Indoor – Yoga</b>  <b>Lesson 6:</b>          To explore poses and create a yoga flow.</p>	<p><b>Outdoor – Invasion Games</b>  <b>Lesson 6:</b>          To apply simple tactics for attacking and defending.   <b>Indoor – Yoga</b>  <b>Lesson 7:</b>          To explore poses and create a yoga flow.</p>