

# Year 2 Summer Two Learning Overview 2025

**Topic:** Minibeasts and Microhabitats

**Key Text:** 'Mad About Minibeasts' by Giles Andeae and Wojtowycz

**Additional Text:** Aaaarrgghh Spider by Lydia Monks

**Key Curriculum Drivers:** Music - Performance / Science - Minibeasts

**Trips/Visits:** Junior School, Local walk to Willifield Green

**Significant People:** Transition (Getting to know Year 3 and Junior teachers)

## Key Dates

<p><b><u>Monday 2nd June</u></b> Inset Day</p>	<p>Phonics Screening Week</p> <p>Scooter and Bike Week</p>	<p><b><u>Thursday 19th June</u></b> Visit to Juniors</p> <p><b><u>Friday 20th June</u></b> World Humanist Day</p>		<p><b><u>Tuesday 1st July</u></b> Buddy playtime</p> <p><b><u>Wednesday 2nd July</u></b> KS1 Sports Day</p> <p><b><u>Thursday 3rd July</u></b> Class Swaps</p> <p><b><u>Friday 4th July</u></b> Letters to Juniors</p>	<p><b><u>Tuesday 8th July</u></b> 9:20 - Year 2 Dress Rehearsal</p> <p><b><u>Thursday 10th July</u></b> Year 3 Teachers Visiting Year 2 Classes</p> <p><b><u>Friday 11th July</u></b> Final Certificate Assembly</p>	<p><b><u>Tuesday 15th July</u></b> Year 2 Show 1:30 - 2:15: Class Swap</p> <p><b><u>Wednesday 16th July</u></b> Year 2 Show</p> <p><b><u>Thursday 17th July</u></b> 9-10am New Year 2 Parent Meeting</p> <p><b><u>Friday 18th July</u></b> Year 1 Birthday Assembly</p> <p><b><u>Monday 21st July</u></b> Year 2 Birthday Assembly</p> <p><b><u>Tuesday 22nd July</u></b> Leaving Assembly Last Day of Term (Finish at 1:30)</p>
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## Homework

<p><b>Sent Out:</b> 6th June <b>Due:</b> 25th June</p>			<p><b>Sent Out:</b> 27th June <b>Due:</b> 16th July</p>			<p><b>Due:</b> 16th July</p>
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Subject	Week 1 2nd June - 6th June	Week 2 9th June - 13th June	Week 3 16th June - 20th June	Week 4 23rd June - 27th June	Week 5 30th June - 4th July	Weeks 6 7th July - 11th July	Weeks 7 & 8 14th July - 22nd July
English/ Speaking and Listening/ Drama/ Writing	<p><b><u>Minibeasts</u></b></p> <p><b>Lesson 1: Wow Minibeast display</b> We can create a minibeast display with key vocabulary</p> <p><b>Lesson 2: Describing minibeasts (vocabulary building)</b> I can identify and use nouns, verbs, adjectives and adverbs</p> <p><b>Lesson 3: Describing minibeasts (sentence level)</b> I can write noun phrases to describe minibeasts I can use words with suffix endings -ly, -ful, -less</p>	<p><b><u>Minibeasts</u></b></p> <p><b>Lesson 4: Bee Labelling and facts</b> I can label parts of a honeybee I understand how honey bees adapt to survive</p> <p><b>Lesson 5: Bee factual Poster</b> I can write facts about honey bees</p> <p><b>Lesson 6: Spider labelling and facts</b> I can label parts of a spider I understand how spiders adapt to survive</p> <p><b>Lesson 7: Spider facts diagram</b> I can write facts about spiders</p>	<p><b><u>Minibeasts /Aaaargh Spider</u></b></p> <p><b>Lesson 8: Comparing honey bees and spiders (venn diagram)</b> I can recall and record facts</p> <p><b>Lesson 9: Comparing honey bees and spiders</b> I can write sentences using some coordination and subordination</p> <p><b>Lesson 10: Aaargh spider</b> I can make inferences based on what we've read I can write a list to argue for and against having a pet spider</p>	<p><b><u>Aaaargh Spider /Poster</u></b></p> <p><b>Lesson 11: Plan Spider acrostic Poem</b> I can plan a poem based on a spider</p> <p><b>Lesson 12: Spider acrostic poem</b> I can write a narrative (acrostic poem)</p> <p><b>Lessons 13: Posters for Y2 Show</b> I can write for different purposes (posters)</p>	<p><b><u>Letter Writing</u></b></p> <p><b>Lesson 14: Buddy letter</b> I can explore features of a letter I can write a rough draft of a letter</p> <p><b>Lesson 15/16: Buddy Letter</b> I can edit and publish a letter for my buddy in the Juniors</p>	<p><b><u>Minibeast Board Game</u></b></p> <p><b>Two week Project: Create a board game based on minibeasts</b></p> <p><b>Lesson 19: Explore different types of board games</b> I can identify features of a board game</p> <p><b>Lessons 20: Design a board game (speaking and listening)</b> I can work collaboratively to design a board game I can explain the aim of the game</p> <p><b>Lesson 21: Creating a board game (speaking and listening)</b> I can work collaboratively to create a board game I can explain how the game will work</p>	<p><b><u>Minibeast board game</u></b></p> <p><b>Two week Project: Create a board game based on minibeasts</b></p> <p><b>Lessons 22/23: Creating a board game</b> I can work collaboratively to create a board game I can explain how the game will work (speaking and listening)</p> <p><b>Lesson 24: Game instructions</b> I can write instructions to explain how to play a game</p>
English / Phonics	<p><b><u>Rapid Catch Up</u></b> Phase 2,3 and 4 (Week 1)</p> <p>Phase 5 (Week 4)</p>	<p><b><u>Rapid Catch Up</u></b> Phase 2, 3 and 4 (Week 2)</p> <p>Phase 5 (Assessing)</p>	<p><b><u>Rapid Catch Up</u></b> Phase 2, 3 and 4 (Week 3)</p> <p>Phase 5 (Week 5)</p>	<p><b><u>Rapid Catch Up</u></b> Phase 2, 3 and 4 (Week 4)</p> <p>Phase 5 (Week 6)</p>	<p><b><u>Rapid Catch Up</u></b> Phase 2, 3 and 4 (Assess)</p> <p>Phase 5 (Week 7)</p>	<p><b><u>Rapid Catch Up</u></b> Phase 2, 3 and 4 (Week 1)</p> <p>Phase 5 (Week 8)</p>	<p><b><u>Rapid Catch Up</u></b> Phase 2, 3 and 4 (Week 2)</p> <p>Phase 5 (Assessing)</p>

<p><b>Spelling Programme</b></p>	<p><u>Spelling Programme</u> Week 4 - Unit 2</p> <p>Adding the suffix -es/-s to words. Doubling the final letter in some words when adding the suffix -ing.</p> <p><b>Prickly Spellings:</b> any many <b>Homophones:</b> one / won</p> <p><b>Quiz Words Week 4:</b> braver, largest, cutest, slimy, bony</p>	<p><u>Spelling Programme</u> Week 5-Unit 3</p> <p>Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?</p> <p><b>Prickly Spellings:</b> Review <b>Homophones:</b> where / wear</p> <p><b>Quiz Words Week 5:</b> sledge, ridge, fringe, plunge, gorge</p> <p><b>Dictated Sentences:</b> The gnome / was nicer than / the knight. The bravest gnat charged / at the scary giant</p>	<p><u>Spelling Programme</u> Week 1 - Unit 4</p> <p>The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?</p> <p><b>Prickly Spellings:</b> who, whole</p> <p><b>Homophones:</b> our / hour</p> <p><b>Quiz Words Week 5:</b> swan, quantity, wart, worse, worship</p> <p><b>Dictated Sentences:</b> Do not wash / the dishes / with warm water. The worm squashes / the whole world</p>	<p><u>Spelling Programme</u> Week 2 - Unit 4</p> <p>The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?</p> <p><b>Prickly Spellings:</b> who, whole</p> <p><b>Homophones:</b> our / hour</p> <p><b>Quiz Words Week 5:</b> rushes, pitches, hopping, dripping, washing</p> <p><b>Dictated Sentences:</b> Do not wash / the dishes / with warm water. The worm squashes / the whole world</p>	<p><u>Spelling Programme</u> Week 3 - Unit 5</p> <p>Why do I swap the 'y' for an 'i' when I add the suffix -es?</p> <p><b>Prickly Spellings:</b> people, friend</p> <p><b>Homophones:</b> quite / quiet</p> <p><b>Quiz Words Week 5:</b> fries, berries, copies, bunnies, stays</p> <p><b>Dictated Sentences:</b> Donkeys enjoy / taking people to parties. My friend cries / if her balloon / flies high</p>	<p><u>Spelling Programme</u> Week 4 - Unit 6</p> <p>Why do some words have the spelling 'ey' for the sound /ee/?</p> <p><b>Prickly Spellings:</b> move, improve</p> <p><b>Homophones:</b> see / sea</p> <p><b>Quiz Words Week 5:</b> hockey, honey, barley, keys, parsley</p> <p><b>Dictated Sentences:</b> I saw the cheeky monkeys / move my trolley The donkeys will improve / after eating some berries</p>	<p><u>Spelling Programme</u> Week 5 - Unit 7</p> <p>Why do some words end -le, -al, -il or -el?</p> <p><b>Prickly Spellings:</b> Review</p> <p><b>Homophones:</b> to / too / two</p> <p><b>Quiz Words Week 5:</b> pencil, medal, apple, animal, purple</p> <p><b>Dictated Sentences:</b> Move to the table / with the purple pencil My friend the camel / has a metal spoon</p>
<p><b>English / Handwriting</b></p>	<p>Unit 24 Practising the correct height and size of letters</p>	<p>Unit 25 Punctuation</p>	<p>Unit 26 Practising joining to and from the letter i</p>	<p>Unit 27 Practising joining to and from the letter s</p>	<p>Unit 28 Practising joining from the letter e</p>	<p>Handwriting practise of the high frequency words</p>	<p>Handwriting practise of the high frequency words</p>
<p><b>Geography / History:</b> Why is our school here?</p> <p><b>location architect vision</b></p>	<p><b>Geography</b></p> <p><b>What is the UK?</b></p> <p>To know the names and locations of the countries and</p>	<p><b>Geography</b></p> <p><b>Where are we and what is here?</b></p> <p>To be able to identify human and physical features in our local area</p>	<p>Show Rehearsal</p>	<p>Show Rehearsal</p>	<p><b>History</b></p> <p><b>Why was Hampstead Garden Suburb Built?</b></p> <p>To be able to identify and use sources of information about the past to answer questions</p>	<p><b>History</b></p> <p><b>Why is HGS special?</b></p> <p>To be able to identify and use sources of information about the past to answer questions</p>	<p><b>History</b></p> <p><b>Who was Henrietta Barnett?</b></p> <p>To be able to identify and use sources of information about the past To be able to place events in chronological order</p>

	their capitals in the UK						
<p><b>Science:</b> Living things and their habitats</p> <p>Why do minibeasts live there?</p> <p><b>micro-habitat minibeast suitable adaptation</b></p>	<p><b>What is a rock pool and what lives there?</b></p> <p>To know what a rock pool is</p> <p>To know the names of some animals that live in rock pool</p>	<p><b>What is a minibeast and what is a micro-habitat?</b></p> <p>To know what a microhabitat is</p> <p>To know what a minibeast is</p> <p>To identify and name different microhabitats and minibeasts</p>	<p><b>What microhabitats are there in the nature garden and what is living there?</b></p> <p>To identify and name a variety of animals and micro-habitats</p> <p><b>Working Scientifically</b></p> <p>Observing closely</p> <p>Gathering and recording data</p>	<p><b>What minibeasts live where?</b></p> <p>To identify that most living things live in habitats to which they are suited</p> <p><b>Working Scientifically</b> Using observations to answer questions</p>	Show Rehearsal	<p><b>What micro habitats are suitable for different minibeasts?</b></p> <p>To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs</p> <p>To compare the microhabitats of different minibeasts</p> <p><b>Working Scientifically</b> Identifying and classifying</p>	To research minibeasts for whole class book
<p><b>Maths</b> <b>data</b> <b>tally charts</b> <b>pictogram</b></p>	<p><u>Time</u></p> <ul style="list-style-type: none"> <li>Minutes in an hour</li> <li>Hours in a day</li> <li><b>Time quiz</b></li> </ul> <p><u>Statistics</u></p> <ul style="list-style-type: none"> <li>Make tally charts</li> </ul>	<p><u>Statistics</u></p> <ul style="list-style-type: none"> <li>Make tables</li> <li>Make tally charts</li> <li>Tables</li> <li>Block Diagrams</li> <li>Draw Pictograms 1-1</li> </ul>	<p><u>Statistics</u></p> <ul style="list-style-type: none"> <li>Interpret Pictograms 1-1</li> <li>Draw Pictograms 2, 5 and 10)</li> <li>Interpret Pictograms (2, 5 and 10)</li> <li><b>Statistics Quiz</b></li> </ul> <p><u>Position and Direction</u></p> <ul style="list-style-type: none"> <li>Language of Position</li> </ul>	<p><u>Position and Direction</u></p> <ul style="list-style-type: none"> <li>Describe Movement</li> <li>Describe Turns</li> <li>Describe Movement and Turns</li> <li>Shape Patterns with Turns</li> <li><b>Position and Direction Quiz</b></li> </ul>	<p><u>Consolidation - Addition and Subtraction</u></p> <ul style="list-style-type: none"> <li>To partition numbers into tens and ones</li> <li>To flexibly partition numbers</li> <li>To estimate numbers on a number line</li> <li>To estimate numbers on a number line</li> <li><b>Quiz</b></li> </ul>	<p><u>Consolidation - Multiplication and Division</u></p> <ul style="list-style-type: none"> <li>2 times table</li> <li>5 times table</li> <li>10 times table</li> <li>3 times table</li> <li><b>Quiz</b></li> </ul>	<p><u>Consolidation - Shape / Reasoning Problems</u></p> <ul style="list-style-type: none"> <li>2D Shapes</li> <li>3D Shapes</li> <li>Reasoning Problems in Groups x2</li> </ul>

<p><b>PSHE:</b> Zones of regulation and managing change.</p> <p><b>regulation strategies reflect changes</b></p>	<p>To recall and understand the different zones of regulation</p> <p>To make my own feelings diary</p>	<p>To identify different parts of the brain</p> <p>To recall a favourite memory from the hippocampus memory</p>	<p>To use different parts of my brain</p> <p>To solve problems using different parts of the brain</p>	<p>To understand the different zones of regulation and develop strategies to manage emotions</p> <p>To add to my feelings diary</p>	<p>Transition to the juniors</p> <p>To understand and manage changes</p>	<p>To manage emotions with the changes</p>	<p>To reflect on how they have grown and changed</p>
<p><b>RE:</b> Rules, Values and Beliefs</p> <p><b>belief value rules morals choices</b></p>	<p>(Teachers and Leaders Unit)</p> <p>To know that leaders and teachers influence behaviour and people</p>	<p><b>What are the rules and why do we have them?</b></p> <p>To recall previous learning about what rules are, why they are important and how they impact our behaviour</p> <p>To identify rules they follow in their own lives</p>	<p><b>What does belief mean?</b></p> <p><b>What beliefs are important to you?</b></p> <p>To identify and discuss similarities and differences between rules and beliefs from their own and different communities and faiths</p>	<p>Show Rehearsal</p>	<p><b>What do most Christians believe?</b></p> <p>To know that religious people have beliefs about things such as; truth, honesty, respect for the world and environment and it may affect the choices they make</p> <p>To consider how the stories of Moses and the 10 Commandments reflect religious belief and choices people make</p>	<p><b>What do most Muslims believe?</b></p> <p>To know that religious people have beliefs about things such as; truth, honesty, respect for the world and environment and it may affect the choices they make</p> <p>To consider how the stories The Five Pillars of Islam reflect religious beliefs and choices people make</p>	<p><b>How do beliefs impact how people behave?</b></p> <p>To know/Identify a current issue facing the local environment and discuss how people should respond to this issue</p> <p>To draw on knowledge of beliefs and morals previously discussed</p> <p>To know how beliefs affect the way we live our lives and care for our world</p>
<p><b>DT:</b></p> <p>Textiles</p> <p><b>sew running stitch pouch template</b></p>	<p><b>Make a pouch (purse)</b></p> <p>To sew a running stitch</p> <p>To use a template to cut fabric</p> <p>To join fabrics using a running stitch</p> <p>To design a decoration for the front of the pouch</p> <p>To decorate a pouch using fabric glue or stitching</p> <p>To evaluate the finished product</p>						

<p><b>Art and Design</b></p> <p><b>Drawing and Painting</b></p> <p><b>Working together</b></p> <p><b>Memories Experiment Paint Surface</b></p>	<p>To explore the paintings of Sir Frank Bowling</p> <p>To draw special memories of places, activities and people</p>	<p>To explore the paintings of Sir Frank Bowling</p> <p>To draw special memories of places, activities and people</p>	<p>To experiment with different tools and techniques for painting: layering, dropping and pouring paint onto paper</p> <p>To know that Sir Frank Bowling explores using paint in different ways</p>	<p>To experiment with different tools and techniques for painting: layering, dropping and pouring paint onto paper</p> <p>To know that Sir Frank Bowling explores using paint in different ways</p>	<p>To experiment with different tools and techniques for adding colours and shapes to a painting</p> <p>To know that shapes are an important feature of Sir Frank Bowling's art</p>	<p>To experiment with different tools and techniques for adding colours and shapes to a painting</p> <p>To know that shapes are an important feature of Sir Frank Bowling's Art</p>	<p>To experiment with flicking paint onto a painting, and adding materials to create effects and fine textures</p> <p>To know that Sir Frank Bowling uses paint in different ways and adds different mediums to create effects</p>
<p><b>Computing: Data Handling</b></p> <p><b>data graph interpret retrieve</b></p>	<p>Internet Safety</p>	<p>To use technology purposefully to create a graph (Purple Mash)</p> <p>To save and retrieve digital content</p> <p>To interpret and analyse data</p>				<p>Show Rehearsal</p>	
<p><b>PE</b></p> <p><b>sprinting distance track fielding overarm</b></p>	<p><b><u>Athletics (relay races)</u></b></p> <p>To develop a sprinting action</p> <p>To practise relay races</p>	<p><b><u>Athletics (long jump)</u></b></p> <p>To develop jumping for height</p> <p>To develop jumping for distance</p>	<p><b><u>Athletics (javelin)</u></b></p> <p>To develop throwing for accuracy</p> <p>To develop throwing for distance</p>	<p><b><u>Sports Day Preparation (dribbling)</u></b></p> <p>To dribble with a ball between cones</p>	<p><b><u>Sports Day</u></b></p>	<p><b><u>Striking and Fielding</u></b></p> <p>To track a rolling ball and collect it</p> <p>To develop underarm throwing and catching to field a ball</p>	<p><b><u>Striking and Fielding</u></b></p> <p>To develop overarm throwing to limit a batter's score</p> <p>To develop hitting for distance to score more points</p>
<p><b>Music</b></p> <p>Year 2 Show</p>	<p><b>Show Songs:</b></p> <p>Welcome To The Rock Pool</p> <p>Starfish Band</p>	<p><b>Show Songs:</b></p> <p>Crabby Has A Dream</p> <p>We Love a Jellyfish</p>	<p><b>Show Songs:</b></p> <p>Where Are You Crabby?</p>	<p><b>Show Songs:</b></p> <p>Queen Of The Sea</p>	<p><b>Show Songs:</b></p> <p>Together At The Rock Pool</p>	<p><b>Show Songs:</b></p> <p>Ecosystem</p>	<p>Year Two Show - Rock Pool</p>

