

## Year 2 Summer Two Learning Overview 2025-26

**Topic:** Minibeasts and Microhabitats

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

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

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

**Trips/Visits:** Junior School/ Visit to the Nature Garden

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

**Key Dates**

<p><b>Monday 1<sup>st</sup> June</b> Inset Day</p> <p><b>Friday 5<sup>th</sup> June</b> World Environment Day</p>	<p><b>Phonics Screening Week</b></p> <p><b>Bike Week</b> Visit to the Nature Garden</p>	<p><b>Wednesday 17<sup>th</sup> June</b> PE DAY</p>	<p><b>All Week</b> School Nurses (hand/dental hygiene)</p>	<p><b>Monday 29<sup>th</sup> June</b> Y2 Show Buddy playtime</p> <p><b>Tuesday 30<sup>th</sup> June</b> Y2 Show</p> <p><b>Thursday 2<sup>nd</sup> July</b> 1.30pm Merry-go-Round New Class Visits</p>	<p><b>Friday 17<sup>th</sup> July</b> Leaver's Assembly</p>
---	---	---	--	---	---

<b>Subject</b>	<p><b>Week 1</b> 1<sup>st</sup> June - 5<sup>th</sup> June</p>	<p><b>Week 2</b> 8<sup>th</sup> June - 12<sup>th</sup> June</p>	<p><b>Week 3</b> 15<sup>th</sup> June - 19<sup>th</sup> June</p>	<p><b>Week 4</b> 22<sup>nd</sup> June - 26<sup>th</sup> June</p>	<p><b>Week 5</b> 29<sup>th</sup> June – 3<sup>rd</sup> July</p>	<p><b>Weeks 6</b> 6<sup>th</sup> July - 10<sup>th</sup> July</p>	<p><b>Week 7</b> 13<sup>th</sup> July – 21<sup>st</sup> July</p>
----------------	--	---	--	--	---	--	--

<p><b>English/ Speaking and Listening/ Drama/ Writing</b></p>	<p><u>Minibeasts</u></p> <p><b>Lesson 1: Wow Minibeast display</b> I 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><u>Minibeasts</u></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><u>Minibeasts /Aaaargh Spider</u></p> <p><b>Lesson 8: Comparing honey bees and spiders (venn diagram)</b> I can recall and record facts about bees and spiders</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><u>Aaaargh Spider /Poster</u></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><u>Letter Writing</u></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 in best, for buddy in the Juniors</p>	<p><u>Minibeast Board Game</u></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><u>MInibeast board game</u></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>
<p><b>Spelling Programme</b></p>	<p><u>Spelling Programme</u> Unit 12</p> <p>Why do some longer words have the spelling "ti" for /sh/?</p> <p><b>Prickly Spellings:</b> eye, shoe <b>Homophones:</b> sun/son</p>		<p><u>Spelling Programme</u> Unit 13</p> <p>How do I use the possessive apostrophe (singular possession)?</p> <p><b>Prickly Spellings:</b> thought, through</p> <p><b>Homophones:</b> whole/hole</p>	<p><u>Spelling Programme</u> Unit 14</p> <p>When do I swap, drop or double? (-ing, -er, -est, -y, -ed)</p> <p><b>Prickly Spellings:</b> review</p> <p><b>Homophones:</b> blew/blue</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>Show Rehearsal</p>	<p>Show Rehearsal</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 their capitals in the UK</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><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 Hampstead Garden Suburb 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</p> <p>To be able to place events in chronological order</p>
<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 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><b>Observing closely</b></p> <p><b>Gathering and recording data</b></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></p> <p><b>Using observations to answer questions</b></p>	<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></p> <p><b>Identifying and classifying</b></p>	<p><b>Year 2 show</b></p>	<p>To research minibeasts for whole class book</p>	<p>To create whole class book</p>	

<p>Maths data tally charts pictogram</p>	<p><u>Subtraction Assessment</u></p>	<p><u>Addition and Subtraction</u></p> <p>To identify addition strategies to calculate efficiently</p> <p>I can combine and partition tens and ones in the context of equations</p> <p>I can add two-digit numbers without crossing the tens boundary</p> <p>I can add two-digit numbers when the sum crosses the tens boundary</p> <p>I can solve problems involving addition of two-digit numbers</p>	<p><u>Addition and Subtraction</u></p> <p>I can explain different strategies used to subtract</p> <p>I can solve equations involving the subtraction of two-digit numbers</p> <p>I can solve problems involving subtraction of two-digit numbers that do not cross the tens boundary</p> <p>I can subtract two-digit numbers crossing the tens boundary</p> <p>I can solve problems involving subtraction of two-digit numbers that cross the tens boundary</p>	<p><u>Sense of Measure</u></p> <p>I can measure length in any direction to give height, length and distance</p> <p>I can measure length in any direction to give height, length and distance</p> <p>I can describe the size of a metre and a centimetre, and choose which unit might be best to measure different lengths</p> <p>I can read scales in metres and centimetres</p> <p>I can compare and order lengths</p>	<p><u>Sense of Measure</u></p> <p>I can compare and order measurements of mass</p> <p>I can describe the volume of a litre and a millilitre, and choose which unit might be best to measure different capacities and volumes</p> <p>I can compare and order measurements of volume and capacity</p> <p>I can explain what temperature means and read scales in the context of temperature</p>	<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</u></p> <p>Revisit previously taught content</p>
<p>PSHE: Zones of regulation and managing change.</p> <p>regulation strategies reflect changes</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>

<b>RE:</b>	<b>Big Question 6: How do we get there?</b> i. Can learn and use new vocabulary such as path, praxeology, charity, giving, receiving, Tzedakah, Zakat, actions and behaviours ii. Can explore the ideas of charity, giving and receiving through the teachings (stories) of Christianity and one other religion or one other worldview iii. Can investigate teachings about charity and giving and how these are put into practice in real life within Christianity and one other worldview. (e.g. local or national examples of charity in the community linked to religion and worldviews) iv. Can talk about how charity and giving are important on a religion and worldview's path or journey v. Can reflect on how they can help others in their own lives and how this makes them feel						
<b>DT:</b> Textiles  <b>sew</b> <b>running stitch</b> <b>pouch</b> <b>template</b>	<b>Make a pouch (purse)</b> To sew a running stitch To use a template to cut fabric To join fabrics using a running stitch To design a decoration for the front of the pouch To decorate a pouch using fabric glue or stitching To evaluate the finished product						
<b>Art and Design</b>  <b>3D Form: Clay</b>  <b>Shape</b> <b>Mould</b> <b>Join</b> <b>Slip</b> <b>Decorate</b> <b>Modify</b>	I can make a pinch pot, following my design idea  I can add surface decoration to my pinch pot	I can paint my pinch pot  I can modify and develop my design ideas	I can paint my pinch pot  I can modify and develop my design ideas	I can draw my pinch pot  I can evaluate my own artwork and that of others	I can draw from memory and using my imagination	I can draw using colour, shape then line	
<b>Computing: Data Handling</b>  <b>data</b> <b>graph</b> <b>interpret</b> <b>retrieve</b>	Show Rehearsal	To use technology purposefully to create a graph (Purple Mash)  To save and retrieve digital content  To interpret and analyse data				Internet Safety	

<p>PE</p> <p>sprinting distance track fielding overarm</p>	<p><b><u>Athletics (javelin (relay races) Split class</u></b> To develop a sprinting action</p> <p>To practise relay races</p> <p>To develop throwing for accuracy</p> <p>To develop throwing for distance</p>	<p><b><u>Athletics (long jump) /(dribbling) Split class</u></b> To develop jumping for height</p> <p>To develop jumping for distance</p> <p>To dribble with a ball between cones</p>	<p><b><u>Sports Day</u></b></p>	<p><b>Show Dance</b></p>	<p><b>Show Dance</b></p>	<p><b><u>Striking and Fielding</u></b> 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> 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>True colours</p> <p>You are my sunshine</p>	<p><b>Show Songs:</b></p> <p>Reach for the stars</p> <p>Rainbows Rock</p>	<p><b>Show Songs:</b></p> <p>You are my brother</p>	<p><b>Show Songs:</b></p> <p>All Songs</p>	<p><b>Year Two Show</b></p>		