



## Our Learning in Year 2

### Summer Term

#### English

Our learning will include the following texts:

- Flat Stanley by Jeff Brown.
- Steve the Superhero by Kenn Nesbitt
- The Dark by Lemony Snickett
- Greta and the Giants by Zoë Tucker
- Fantastically Great Women Who Saved the Planet by Kate Pankhurst

Throughout the term, we will be producing a range of writing, often using the above texts as our starting points. Every week, children will also complete reading comprehension questions associated with each text.

All children will have the opportunity to access texts that are suitable for a child working at their chronological age, as well as texts and resources that match their current level of attainment whether that be at, above or below their chronological age, using our carefully banded reading book system.

#### English – Grammar, Punctuation and Spelling (GPS)

During our daily GPS sessions, we will continue to develop our understanding of the structure of sentences, including how they are punctuated and we will build upon our knowledge of word classes.

<b>GPS Overview for Year 2 – Summer Term</b>	
<b>Word</b>	<ul style="list-style-type: none"><li>• Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman].</li><li>• Formation of adjectives using suffixes such as –ful and –less.</li><li>• How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat].</li><li>• Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs.</li></ul>

<b>Sentence</b>	<ul style="list-style-type: none"> <li>• To write in the present tense.</li> <li>• To write in the past tense.</li> <li>• To write a sentence that uses Standard English <i>saw (not seen), did (not done)</i>.</li> <li>• Subordination (because) and co-ordination (using and, then, but).</li> <li>• Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon].</li> </ul>
<b>Text</b>	<ul style="list-style-type: none"> <li>• Correct choice and consistent use of present tense and past tense throughout writing.</li> <li>• Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting].</li> <li>• Predicting what might happen on the basis of what has been read so far.</li> <li>• Discuss and clarify the meaning of words, linking new meanings to known vocabulary.</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> <li>• Commas to separate items in a list.</li> <li>• Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name].</li> </ul>
<b>Terminology for Children</b>	<ul style="list-style-type: none"> <li>• noun, noun phrase</li> <li>• statement, question, exclamation, command</li> <li>• compound, suffix, prefix</li> <li>• adjective, adverb, verb tense (past, present)</li> <li>• apostrophe, comma</li> </ul>

## Spelling

Spelling will also be a focus. Look out for the spellings that will come home every week.

Your child may receive a different set of words to their friends, which will mean that they have significant gaps in their knowledge from previous years' spelling skills. Their efforts are best used to fill these gaps before moving on. In that case, they must be aware of and try to learn the Year 2 words too.

## Summer Term Year 2 Spelling Words

Shakespeare and More Spelling Wordlist 11	Shakespeare and More Spelling Wordlist 12
<b>Regular Spellings</b>	<b>Regular Spellings</b>
station, fiction, motion, national, section there, their, they're here, hear quite, quiet see, sea	can't, won't, didn't, couldn't, it's, I'll the girl's, the boy's, Katie's, Ahmed's, the child's, the man's
<b>Common Exception Words</b>	<b>Common Exception Words</b>
after, fast, last, past, father, bath, hour, move, prove, improve  sure, sugar, eye, water, again, half, money, Mr., Mrs., parents  Christmas, beautiful	door, floor, poor, because, find, kind, mind, behind, child, children  wild, climb, most, only, both, old, cold, gold, hold, told, every  everybody, even, great, break, steak, pretty, beautiful, after, fast  last, past, father, class, grass, pass, plant, path, bath, hour, move  prove, improve, sure, sugar, eye, could, should, would, who  whole, any, many, clothes, busy, people, water, again, half  money, Mr., Mrs., parents, Christmas

Activities associated with the words that they are learning will be available each week on Spelling Shed. Please see the inside cover of your child's Reading Record for the log-in information.

## Maths

As part of the basic skills for Year 2, we will also be consolidating our learning of the times table facts using Times Tables Rock Stars. Again, the password for this will be on the inside cover of your child's Reading Record.

## Summer 1

**Solve one-step problems involving multiplication and division, using materials arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.**

**Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.**

Compare and order volume/capacity and record the results using $<$ , $>$ and $=$ <i>using scales and measuring vessels.</i>
Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
<b>Ask and answer questions about totalling and compare categorical data.</b>
Compare and order mass and temperatures and record the results using $<$ , $>$ and $=$ <i>using scales, thermometers and measuring vessels.</i>
<b>Read and write numbers to at least 100 in numerals and in words.</b>
<b>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 anti-clockwise).</b>
<b>Summer 2</b>
Read and use number facts to solve problems.
Use place value and number facts to solve problems.
<b>Count in fractions up to 10 starting from any number.</b>
<b>Show that multiplications of two numbers can be done in any order (commutative) and division of one number by another cannot.</b>
<b>Know the number of minutes in an hour and the number of hours in a day.</b>
<b>Recognise and use language relating to dates.</b>
<b>Compare and sequence intervals of time.</b>
<b>Tell and write the time to 5 minutes and draw the hands on a clock face to show these times.</b>
Identify 2-D shapes on the surface of 3-D shapes, (for example a circle on a cylinder and a triangle on a pyramid).
When solving reasoning and problem solving challenges, visualise.
When solving reasoning and problem solving challenges, identify whether something is true or false.
When solving reasoning and problem solving challenges, describe what I have done in my own words.

Throughout the term, children will tackle a range of reasoning and problem solving challenges.

The majority of children will first master the content of the above Maths objectives by becoming fluent in their use and then move on to problem-solving and reasoning opportunities. This will enable them to apply their new knowledge and skills in a range of different contexts.

Some children may well be working towards consolidation of skills from other year groups. If your child needs this, you should already be aware of how their learning needs are being met. However, if you are unsure please do not hesitate to contact us. Please refer to the Curriculum Overviews on our website for more detail about each subject.

## **Science**

Our learning in Science will focus on Living Things and their Habitats, using the key question, "What is zoology?"

Children will explore and compare the differences between things that are living, things that are dead and things that have never been alive. They will identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants, and how they depend on each other. The children will also identify and name a variety of plants and animals in their habitats, including micro-habitats. They will describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different food sources.

In addition, children will be expected to develop their 'working scientifically' skills by identifying and classifying, gathering and recording data to help in answering questions. Children will plan and carry out their own experiments based upon questions that they have raised; using their observations and ideas to suggest answers to questions.

Prior to investigation work, children will consider how best to ensure that they have the right to be safe during investigations.

## **Computing and Online Safety**

We will be continuing with our Online Safety lessons this term and linking this to every child's right to be safe. Children will explain how many devices in their home could be connected to the internet and list some of those devices. They will develop their learning about privacy and security (Summer 1). They will also begin to learn how to be safe, responsible and respectful online (Summer 2).

Alongside this, children will begin to use a word processing package to input and format text (Summer 1). They will also begin to use an online program to write and debug simple algorithms to achieve a particular goal (Summer 2).

## **Geography**

In Geography, the children will develop their understanding of the different features of the World using the question, 'What might we see on a holiday?'

Our focus will be comparisons between places (geographical features). We will contrast a small area of coastal UK (Saltburn) and a small area of coastal Kenya (Mombasa). Children will also develop their knowledge of the location, shapes and

names of all the continents and oceans, the Equator and the location of the UK, its countries and capitals.

## **History**

In History, the children will focus on the question, 'All change? Houses now and then.' The children will learn about change and its causes. They will compare the key features of homes and buildings in the locality now, during the 1950s and during the Victorian era in their locality and beyond.

## **Physical Education**

There are two areas of priority this term – Yoga and Athletics. In Yoga, the children will learn about meditation and breathing. In Athletics, the children will explore throwing a variety of equipment from a variety of positions. They will select the best technique for different throwing situations and select the best equipment for a throwing task.

We will also be looking at Physical Health and Mental Wellbeing. Children will develop their existing knowledge and skills to include:

- understanding that being inactive can contribute to being unhealthy;
- knowing when and how to ask for help, and how to help others, with their feelings, mental and physical health.

## **Religious Education**

During R.E., we will be exploring Buddhism, using the key question, "How do Buddhists express their beliefs?" The children will learn about how Buddhists worship and meditate, about some of the Buddhist aids to worship and about some of the values and actions of Buddhists.

Later in the term, our key question will become, "What can we learn about our local faith communities?" We usually invite visitors from the local community, but this may not be possible this year. Children will begin to show some understanding about what faith means and know some religions that we have in school and in our local community. They will begin to understand that not everybody in Sildon shares the same religion, and begin to understand why this is. Children will reflect on their own experiences with regards to faith and express their views and give simple reasons to support these, in response to the religious material they learn about. They will begin

to understand what faith is, to know what a community is and that people have different faiths and differing viewpoints

## **Art**

Our main focus will be 'Super Sculptures', linked to the work of Alexander Calder (structure) and Henry Moore (figure).

The children will learn about the artist Alexander Calder (an American sculptor) and his work. He is known for creating innovative mobiles. They will also learn about the artist Henry Moore (an English Artist) and his work which focuses on semi-abstract monumental bronze sculptures.

The children will develop their understanding about how to stay safe when using artistic tools and equipment. They will develop confidence in shaping and modelling materials from both observation and imagination. They will mould, form, shape and bond a range of materials to create a 3D form. They will use clay, play dough, straws, wire and papier-mâché to create an imaginary or realistic form.

## **Music**

Through our focus on 'Friendship Song', children will use their voices expressively and creatively by speaking (and hopefully eventually singing) chants and rhymes.

Children will perform together in an ensemble or band. They will suggest ways to improve their own work and to listen out for particular things when listening to music.

Following this, children will consolidate their learning with the topic **Reflect, Rewind and Replay**. Children will listen with concentration and understanding to different styles of music, the chronology of music and consolidate the foundations of the language of music. They will:

- Sing (or chant) with a sense of control of dynamics [volume] and tempo [speed].
- Demonstrate some confidence in performing as a group and as an individual.
- Compose a piece of music that has a beginning, middle and end [structure].
- Compose music that conveys different moods.
- Respond through movement or dance to different musical characteristics and moods [angrily, sadly, cheerfully, daintily etc.].
- Recognise and respond to the mood of a piece of music; begin to use music terminology when describing how the mood is created [i.e. the mood is sad because the music is played very slowly and quietly].

## **Design and Technology**

We will be focussing on Structures and Mechanisms by asking the key question, "How can Farmer Boggis keep his chickens safe from Fantastic Mr. Fox?"

Children will design, make and evaluate a chicken coop (something) for 3 chickens (someone) to keep them safe from predators (some purpose). The chicken coop must be on wheels so that it can be moved into the warmth of the barn at night.

## **PSHE (Relationships Education and Health Education)**

Our ongoing focus areas continue to be:

- to understand that children have their own special rights set out in the Convention of the Rights of the Child;
- to be able to identify some of the Articles in the Convention on the Rights of the Child;
- to understand that children's rights are universal, inalienable and unconditional, and that their own rights and the rights of others should be respected;
- to learn from their experiences and be able to recognise and celebrate their strengths and set simple but challenging goals;
- to be able to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class;
- to be able to communicate their feelings to others, to recognise how others show feelings and how to respond;
- to show an understanding of what is fair and unfair, kind and unkind, what is right and wrong;
- to know when people are being unkind either to them or others, how to respond, who to tell and what to say;
- to be able to offer constructive support and feedback to others;
- to understand how to build their Learning Powers and develop a Growth Mind Set;
- to know about basic hygiene routines, e.g. hand washing.

Our Focus areas will be:

- Money and Work - What money is; needs and wants; looking after money linked to My Money Week;
- Belonging to a Community - Belonging to a group; roles and responsibilities; being the same and different in the community (This will be linked to our Inter-Faith Unit in RE Summer 2);

- Keeping safe - Safety in different environments; risk and safety at home; emergencies;
- Transition: Children should know how to prepare to move to a new class and how to set goals for the next year.

### **Building Learning Powers**

As we move through the term, we will build on our understanding of positive behaviours for learning by focusing on reasoning as a means for achieving higher-level thinking skills and reflection that will enable us to capitalise on past experiences. This will contribute to our understanding of what a growth mindset is and how we might achieve this. Children will continue to learn how to be resilient, resourceful, to work together, and to be reflective of their learning and of themselves, as learners. As part of this experience, we will think carefully about what our aspirations are and discuss how we might achieve this by understanding the steps that we could take. This will culminate in our drawings for the Growth Mindset Tree.

Should you have any questions about your child's learning, please contact the School Office.