

Curriculum Newsletter

Year 2 – Summer 2023

This term our learning journey is called **'Beside the Sea'**. We will be developing our knowledge of UK geography as we embark on an adventure involving the UK coast line. We will be exploring different habitats in the seaside environment and learning about weather associated with the season 'Summer'. We will observe similarities and differences between cities/towns and coastal villages. Along the journey, we will learn about water safety and the role of the RNLI. Finally, we will develop our understanding of conservation and how we can protect our beaches and wildlife.

Key Text – 'The Mousehole Cat' by Antonia Barber

We are geographers

Geography knowledge and skills will include:

- Using maps, atlases and globes to locate places and make observations about where things are.
- Naming and locating the four countries of the U.K and the capital cities.
- Locating seas around the U.K.
- Naming key human features of a costal location: village, farm, house, office, port, harbour and shop.
- Using atlases and maps to locating seaside regions within the U.K.
- Asking questions and expressing views about what it would be like to live in a seaside environment.
- Using aerial photographs to compare contrasting locations and their human and physical features.
- Making our own simple maps and constructing basic symbols to form a key.

We are scientists

Science knowledge and skills will include:

- Identifying and naming a variety of everyday materials and their properties and group everyday materials together based on these properties.
- Identifying and naming a variety of animals including fish, amphibians, reptiles, birds and mammals and habitats they live in.
- Identifying the basic needs of animals, including humans, needed for survival.
- Exploring and comparing the differences between things that are living, dead and things that have never been alive.
- Begin to recognise how we may answer scientific questions, collect evidence and communicate findings in simple ways.

We are historians

History knowledge and skills will include:

- Identifying changes within living memory in our own lives and the lives of older family members.
- Asking questions about the past and using different sources of information to find answers.
- Studying the lives of significant individuals in history who have contributed to national achievements.
- Looking at events beyond living memory – RNLI.



English

Grammar

- Use expanded noun phrases.
- Use sentences of different forms – statement, command, question, and exclamation.
- Use subordination (*when, if, that, or because*) and coordination (*or, and, or but*) to join clauses together.
- Use past and present verbs correctly.

Writing

- Proofread to check errors in spelling, grammar and punctuation.
- Spell Year 2 Common Exception Words correctly.
- Apply spelling rules for example: when changing words from singular to plural, past tense – adding 'ed', doubling the consonant or replacing 'e' with a suffix.
- Create and perform poems about the seaside.
- Sequence sentences to form a narrative about a seaside adventure and describe a storm at sea.
- To create a non-fiction information page about how to protect our beaches and wildlife.

Maths

- Understand + - = x ÷ symbols and record number sentences using these.
- Solve one step and two step addition and subtraction problems applying their knowledge of mental and written methods.
- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
- Solve one step and two step problems involving multiplication division and fractions.
- Recognise and use the inverse relationship between the four operations + - x ÷
- Show that addition and multiplication of two numbers can be done in any order and subtraction and division cannot.
- Relate multiplication to arrays and link division to fractions. $40 \div 2 = 20$ 20 is $\frac{1}{2}$ of 40.
- Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.
- Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.
- Compare shapes by reasoning about similarities and differences in properties.
- Use mathematical vocabulary to describe position, direction and movement.



Glynnne Primary School

PSHE/RSE

We will be celebrating our successes and sharing our strengths. Discussions will focus on choosing realistic goals and how to break them down into small steps. We will also explore ways to keep ourselves healthy.

Music – Knowledge and Skills

We will listen to and compare music, sharing how it makes us feel. We will continue to use different musical instruments to make sounds that represent types of weather and even attempt to draw musical symbols. We will also listen to sea shanties and create our own.

Art – Knowledge and skills

We will build our knowledge of contemporary artists, looking at the work of John Dyer, Nigel Lygge and Louise Braithwaite. We will further our understanding of how paint can be used to create different effects and also develop our weaving skills to create a textured art piece.

Rights Respecting Schools

Article 6: The right to life, survival and development.

Article 12: The right to have and give your own opinion and be listened to.

Article 29: The right to a develop our own talents.

Computing – Knowledge and Skills

We will continue to focus upon e- safety, computer science and simple coding. We will use online route planners to map out journeys. We will use technology to retrieve digital content linked to our learning journey.

Physical Education – Knowledge and skills

We will learn fundamental tennis skills such as batting, throwing and catching. We will also apply our skills in mini game situations. This will be led by a tennis coach. We will develop our 'athletic' running, jumping and throwing skills. We will have the opportunity to apply our skills in running challenges and that require speed and changes in direction.

Summer 1 PE days are: Tuesday and Wednesday

DT – Knowledge and skills

We will be developing our ability to design, create, use key vocabulary to explain and evaluate our final products. We will choose our favourite fruits to make a fruit kebab and evaluate our finished product.

RE – Knowledge and skills

We will read the Christian story of 'The Good Samaritan' and compare it to the RNLI. We will be reading stories from different religions and talking about what we can learn from them.

Supporting learning at home

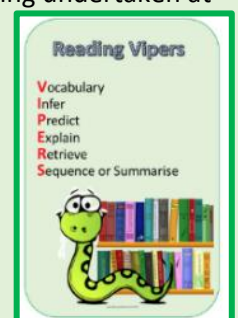
Your child will be set English and maths homework on Wednesday, this should be returned by Monday morning. Your child may also be given small additional tasks to target specific areas of learning.

Reading

Children are strongly encouraged to read some of their home reading book **every night** and change on the set days. They have the opportunity to change their reading book on a **Monday and Thursday**. This should be recorded in their reading record book as should any additional reading undertaken at home.

It is important to take time to discuss the book and ensure that your child has a good understanding of the text as well as being able to decode the words and read with increasing fluency. Re-reading sections of the book or the whole book again will allow them to increase their fluency and confidence.

It is also imperative that **you read to your child** and share other stories and books at home to develop their love of reading and extend their vocabulary knowledge.



To support your child, as they progress in our Supersonic Phonics and Spelling programme, they will receive newsletters outlining the sounds they have been learning and the next group of sounds they will be focusing on. Please reinforce your child's understanding of these sounds by practising reading and writing the words shown. Any practising may be brought into school and celebrated with their class.

