

Year 2 Curriculum Newsletter



Term 5

Dear parents and carers,

Welcome back to the final full term of this school year. As always, we have lots of fun planned for the children particularly with growing bulbs and seeds in science now that the weather is hopefully going to be warmer.

What is happening this term?




For whole school events please see the whole school dojo. Here are some additional things happening for Seahorse and Starfish classes.



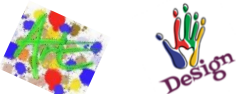

KS1 SAT's begin WB 15.5.22. Please support our children by ensuring they have early nights and breakfasts! The children have been completing assessment throughout the year and these are no different.






The Value that we are focusing on this term is:

Ambition

Key Learning

Subject and Topic	Overview	Key knowledge
<p>English</p> 	<p>Reading</p> 	<p>Our VIPER skills we will be learning are:</p> <p>Draw on knowledge of vocabulary to understand texts (VOCABULARY)</p> <p>Make inferences from the text (INFERENCE)</p> <p>Predict what might happen on the basis of what has been read so far (PREDICT)</p> <p>Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information (EXPLAIN/RETRIEVE)</p>
	<p>Writing</p> 	<p>We are reading the book 'The Last Wolf' by Mini Grey.</p> <p>The children will be writing a letter to persuade characters to save the trees.</p>
	<p>Spelling and Phonics</p>	<ul style="list-style-type: none"> • Add the suffix er and est to adjectives. • Use homophones and near homophones
	<p>Grammar</p>	<ul style="list-style-type: none"> • Use subordinating conjunctions (if, that) • Use apostrophes for omitted letters. (can't, he'll)

		<ul style="list-style-type: none"> Learning about different forms of sentences such as statements, questions, exclamations and commands.
Mathematics 	Fractions	<p>Vocabulary</p> <p>Fraction, part, whole, equal, share, half, quarter, third, equivalent, numerator, denominator</p> <ul style="list-style-type: none"> Recognise whether a "part" is equal. Find $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$ of a shape, set of objects or a number Understand the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ and to find $\frac{2}{4}$ or $\frac{3}{4}$ of a length, shape or set of objects
	Time	<p>Vocabulary</p> <p>Time, clock, hours, minute, hand, o'clock, half past, quarter past, quarter to, five minutes, duration, shorter, longer</p> <ul style="list-style-type: none"> Compare and sequence times of day. 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. Know the number of minutes in an hour and the number of hours in a day.
Science 	Plants	<p>In this unit, the children will observe and describe how seeds and bulbs grow into mature plants, find out and describe how plants need to grow and stay healthy.</p> <p>Key Vocabulary</p> <p>Seed, bulb, plants, temperature, growth, water, light, germination, condition</p> <p>Key Knowledge</p> <ul style="list-style-type: none"> To know plants need water, light and suitable temperatures to grow, To know seeds and bulbs need water but not light to germinate. To know how seeds and bulbs grow into plants.
Art and Design 	Surrealism	<p>Key Vocabulary</p> <p>Composition, collage, colour, shape, pattern, line</p> <p>Key Knowledge</p> <p>Children should be able to make careful choices of images by using different mediums to create a piece of surreal artwork.</p>
Computing 	Preparing for Turtle Logo	<p>Key Vocabulary</p> <p>Algorithm, character, quarter and half turns, right, left.</p> <p>Key Knowledge</p> <p>To know how to give and follow an algorithm to turn right or left.</p> <p>To know how to give and follow an algorithm to make half and quarter turns.</p> <p>To know how to give and follow an algorithm using the commands right 90 and left 90.</p> <p>To know how to give, follow and complete an algorithm.</p>
Geography	Our Local Area	<p>During this unit children will use simple fieldwork and observational skills to study the geography of their school and its grounds. They also will identify what makes Northampton special and think about how places can</p>

		<p>be spoilt.</p> <p><u>Key Vocabulary</u></p> <p>North, South, East, West, Northampton, Duston, City, Town, Village</p> <p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> To understand North, South, East and West as directions. To be able to talk about where they live and locate it on a map. To know what a town and a village are.
<p>Music</p> 	<p>Friendship song</p>	<p><u>Key vocabulary</u></p> <p>Appraise, melody, rhythm, pulse, pitch, compose, perform.</p> <p><u>Key knowledge</u></p> <ul style="list-style-type: none"> To recognise the pulse, pitch and rhythm of a song. To be able to compose a simple melody.
<p>Personal Social Health and Relationship Education</p> 	<p>Drugs Ed and Keeping Safe</p>	<p><u>Key Vocabulary</u></p> <p>Risk, hazardous, substance, symbol, safety</p> <p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> To know what is safe and unsafe. To be able to identify some hazardous substances. To know that some things we put into our bodies can harm us. To know some rules about keeping safe. To know the importance of following safety instructions and rules at home and at school.
<p>Physical Education</p> 	<p>FUNS Sending and receiving Game tactics</p> <p>Athletics</p>	<p><u>Key Knowledge</u></p> <p>To know that I will be out of breath when I take part in some physical activities.</p> <p>To know that physical exercise is good for my health.</p> <p>To know that I will need to try several times if at first I don't succeed.</p> <p>To know how to perform a sequence of movements with some changes in direction, level and speed.</p>
<p>Religious Education</p> 	<p>How should we live our lives?</p>	<p><u>Key Vocabulary</u></p> <p>Bible, commandments, duty, Guru Granth Sahib, kindness, morals, Qur'an, reason, rules, service, Seva, support, Torah, values.</p> <p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> How does what I do affect other people? What rules and codes of behaviour help me know what to do? What rules and values are important to me and how can I show them in how I live? <p>We will be focusing on Christianity, Humanism, Islam, Judaism and Sikhism.</p>