

Year 2 Curriculum Newsletter



Term 6

Dear parents and carers,

Welcome back to our final half term of this school year. Please continue to read with your child and it would be lovely if they could practise their 2, 5 and 10 times tables. If this could be a focus at home, that would really help in the lead-up to Year 3!

We will be continuing with our exciting learning this half term as well as supporting children in their transition to Year 3.

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 Sports Day – Wednesday 25th June in the pm




Year 2 trip to Woburn Safari on Tuesday 24th June






Could your child please bring a shoe box on the week beginning Monday 2nd June.





The Value that we are focusing on this term is:

Teamwork

Key Learning

Subject and Topic	Overview	Key knowledge
	Reading 	We will continue to work on our Vipers Skills of: Vocabulary – explaining what words mean and thinking of synonyms (other words that mean the same) Explain – Can they explain using the word “because” why characters do certain things in a story? Can they explain why certain punctuation has been used? Sequence – Can they retell the main events of a story or text in the correct order? The text we will be reading alongside our book spine is <i>Grandad's secret giant</i> .
	Writing 	The children will be learning to write a story with a moral focus through the book <i>Grandad's secret giant</i> by David Litchfield.
	Spelling Phonics	The children will continue to have daily phonics or spelling lessons. This will include learning suffixes and homophones. The children will be learning in their English lessons as well to add suffixes to spell longer words e.g -ment,- ful
	Grammar	Use present and past tenses correctly and consistently including the progressive form. Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).

		Use expanded noun phrases to describe.
Mathematics 	Time	<u>Key Knowledge</u> I know what the hour and minute hands are. I know how many minutes are in an hour. I can tell the time to the nearest 5 minutes. <u>Key Vocabulary</u> Minutes, hours, time, clock, hand, o'clock, half past, quarter to, quarter past, five minutes, duration, shorter, longer.
	Statistics	<u>Key Knowledge</u> I can make, draw and interpret data on a tally chart and pictogram. <u>Key Vocabulary</u> Data, interpret, key, tally chart, pictogram, block pictogram, table, total, compare, symbol.
	Position and Direction	<u>Key Knowledge</u> I can use the language of position. I can describe movement and turns. <u>Key Vocabulary</u> Forwards, backwards, left, right, north, south, east, west, quarter turn, half turn, three quarter turn, clockwise, anti-clockwise, pattern, sequence.
Science 	Habitats around the world	<u>Key Knowledge</u> To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants. <u>Key Vocabulary</u> Pollution, poaching, biodiversity, rainforest, deforestation, Plankton, ecosystem, coral, reef, trench, tundra, Arctic, Antarctic, desert, pond
Design Technology 	Bunting	<u>Key Knowledge</u> To be able to evaluate their own work and the work of others. To know that fabric can be joined in different ways. To be able to design bunting for a specific purpose. <u>Key Vocabulary</u> Evaluate, improve, join, stitch, design
Computing 	Programming quizzes	<u>Key Knowledge</u> To explain what happens when we change the order of instructions To choose a series of commands that can be run as a program To change a given design <u>Key Vocabulary</u> sequence, command, program, run, start, outcome, predict, blocks, design, actions, sprite, project, modify, change, algorithm, build, match, compare, debug, features, evaluate, decomposition, code
History 	1953 and the Coronation of Queen Elizabeth II	<u>Key Knowledge</u> To know who Elizabeth II was and what is meant by a Coronation.

		<p>To know the significance of the Coronation such as it was the first live televised coronation. To know how the coronation was celebrated.</p> <p><u>Key Vocabulary</u></p> <p>Dates, Parliament, queen, before, after, coronation, monarch</p>
<p>Music</p> 	<p>Reflect, Rewind and Replay</p>	<p>During this unit, the children will be learning about musical styles from across the centuries. They will begin to learn about how music is written and will have the opportunity to play the glockenspiel to a variety of different music genres</p> <p><u>Key knowledge</u></p> <p>To recognise the pulse, pitch and rhythm of a song. To be able to appraise a piece of music To begin to be able to read simple musical notations</p> <p><u>Key vocabulary</u></p> <p>Appraise, melody, rhythm, pulse, pitch, compose, perform</p>
<p>Personal Social Health and Relationship Education</p> 	<p>First Aid – learning Ashma and dialling 999</p>	<p><u>Key Knowledge</u></p> <p>I can recognise when someone is having an asthma attack. I know what to do when someone is having an asthma attack. I can safely get help in an emergency and get help by dialling 999.</p> <p><u>Key Vocabulary</u></p> <p>Emergency, help, asthma attack, illness, ambulance.</p>
<p>Physical Education Health and Fitness Skills</p> 	<p>In this Real PE Unit & we will be focusing on health and fitness through agility (ball chasing) and static balance (floor work)</p> <p>We will also be practicing for Sports Day over the course of the first two weeks.</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. To know that physical exercise is good for my health. To know that I can improve by fitness through practice</p> <p><u>Key Vocabulary</u></p> <p>Personal best, tactic, control, co-ordination, speed, agility, send, receive, catch,</p>
<p>Religious Education</p> 	<p>Places that are special to us.</p>	<p><u>Key Knowledge</u></p> <p>To know what places are special to different religions and religious communities. To know what can be in these special places.</p> <p><u>Key Vocabulary</u></p> <p>Church, Mandir, Mosque, belief, community, objects, pictures, respect, special, symbols.</p>