

# 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, we will be able to enjoy some outdoor learning.

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.



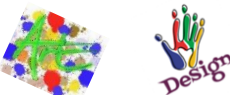

Family reading 19<sup>th</sup> May 2026






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 (<b>VOCABULARY</b>)</p> <p>Make inferences from the text (<b>INFERENCE</b>)</p> <p>Predict what might happen on the basis of what has been read so far (<b>PREDICT</b>)</p> <p>Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information (<b>EXPLAIN/RETRIEVE</b>)</p> <p>The book we will be reading and discussing as part of English this half term is 'The Last Wolf' by Mini Grey.</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"> <li>• Add the suffix <b>er</b> and <b>est</b> to adjectives.</li> <li>• Use homophones and near homophones</li> </ul>

	<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Use subordinating conjunctions (if, that)</li> <li>• Use apostrophes for omitted letters. (can't, he'll)</li> <li>• Learning about different forms of sentences such as statements, questions, exclamations and commands.</li> </ul>
<b>Mathematics</b> 	<b>Fractions</b>	<p style="text-align: center;"><b>Vocabulary</b></p> <p>Fraction, part, whole, equal, share, half, quarter, third, equivalent, numerator, denominator</p> <ul style="list-style-type: none"> <li>• Recognise whether a "part" is equal.</li> <li>• Find <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math> of a shape, set of objects or a number</li> <li>• Understand the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math> and to find <math>\frac{2}{4}</math> or <math>\frac{3}{4}</math> of a length, shape or set of objects</li> </ul>
	<b>Time</b>	<p style="text-align: center;"><b>Vocabulary</b></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"> <li>• Compare and sequence times of day.</li> <li>• 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.</li> <li>• Know the number of minutes in an hour and the number of hours in a day.</li> </ul>
<b>Science</b> 	<b>Plants</b>	<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 style="text-align: center;"><b>Key Vocabulary</b></p> <p>Seed, bulb, plants, temperature, growth, water, light, germination, condition</p> <p style="text-align: center;"><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>• To know plants need water, light and suitable temperatures to grow,</li> <li>• To know seeds and bulbs need water but not light to germinate.</li> <li>• To know how seeds and bulbs grow into plants.</li> </ul>
<b>Art and Design</b> 	<b>Surrealism</b>	<p style="text-align: center;"><b>Key Vocabulary</b></p> <p>Composition, collage, colour, shape, pattern, line</p> <p style="text-align: center;"><b>Key Knowledge</b></p> <p>Children should be able to make careful choices of images by using different mediums to create a piece of surreal artwork.</p>
<b>Computing</b> 	<b>Creating Media – Digital Music</b>	<p style="text-align: center;"><b>Key Vocabulary</b></p> <p>music, quiet, loud, feelings, emotions, <b>pattern, rhythm, pulse, pitch, tempo, notes, create</b>, emotion, beat, instrument, open, edit</p> <p style="text-align: center;"><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>• To identify that computers can be used to play sounds of different instruments</li> <li>• To identify that the same pattern can be represented in different ways</li> <li>• To use a computer to compose a rhythm and a melody on a given theme.</li> </ul>

<p>Geography</p> 	<p>Our Local Area</p>	<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 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"> <li>To understand North, South, East and West as directions.</li> <li>To be able to talk about where they live and locate it on a map.</li> <li>Devise a simple map and use and construct basic symbols in a key</li> <li>Use simple fieldwork and observational skills to study the geography of their school</li> </ul>
<p>Music</p> 	<p>Friendship song</p>	<p><u>Key vocabulary</u></p> <p>Chorus, verse, refrain</p> <p><u>Key knowledge</u></p> <ul style="list-style-type: none"> <li>To learn a song off by heart</li> <li>To know that some songs have a chorus</li> <li>To know that songs have musical style</li> </ul>
<p>Personal Social Health and Relationship Education</p> 	<p>Drugs Ed and Keeping Safe</p>	<p><u>Key Vocabulary</u></p> <p>Hazard, symbol, harmful, medicine, healthy, unhealthy, well, unwell, recover, illness, Protect, Product, cleaning, risk, pressure</p> <p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> <li>To know what is safe and unsafe.</li> <li>To be able to identify some hazardous substances.</li> <li>To know that some things we put into our bodies can harm us.</li> <li>To know some rules about keeping safe.</li> <li>To know the importance of following safety instructions and rules at home and at school.</li> </ul>
<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>Religion and World veiw[s]</p> 	<p>What do different people believe about</p>	<p><u>Key Vocabulary</u></p> <p>forgiveness, peace, Yom Kippur, teshuvah (repentance), making amends, changing one's ways, emotion, anger, The Power of Gratitude, scientists.</p> <p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> <li>Can start to identify some of the key teachings around forgiveness.</li> </ul>

		<ul style="list-style-type: none"><li>• Can simply describe some of the ways these beliefs impact people's lives and the action they take when seeking or giving forgiveness.</li><li>• Can start to reflect on their own perspectives on forgiveness and what it means to them in their lives.</li></ul>
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