

YELLOW CLASS - YEAR 2- MRS RUTHERWOOD

Information for Parents

Summer Term 2023

	Summer Term 1 Term dates: 18/4/2023- 26/5/2023	Summer Term 2 Term dates: 5/6/2023-21/7/2023
Literacy	<p><u>A Walk in London – Non Fiction</u> Develop positive attitudes towards and stamina for writing by: Writing for different purposes Organising paragraphs around a theme Consider what they are going to write before beginning by: Planning or saying out loud what they are going to write about Make simple additions, revisions and corrections to their own writing by: Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p><u>The Great Fire of London – Non fiction</u> English and History How to find non-fiction books related to the Great Fire of London in the school library. How to use an index page, glossary and contents. Use information text including non-chronological texts. Use a variety of sources to collect information (books, internet, pictures, first person accounts etc). Write for different purposes and for different audiences; newspaper reports, diary entry, letter and posters. Comprehension – text and questions.</p> <p><u>Guided Reading</u> The Street Beneath my Feet</p> <p>A walk in London – to see The Monument/St Pauls Cathedral</p>	<p><u>Jim and the Beanstalk – Fiction</u> Develop positive attitudes towards and stamina for writing by: Writing narratives about personal experiences and those of others (real and fictional) Writing for different purposes Consider what they are going to write before beginning by: Planning or saying out loud what they are going to write about Make simple additions, revisions and corrections to their own writing by: Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous/progressive form Evaluating their writing with the teacher and other pupils Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous/progressive form Read aloud what they have written with appropriate intonation to make the meaning clear</p> <p><u>The Minpins - Fiction</u> Writing narratives about personal experiences and those of others (real and fictional) Planning or saying out loud what they are going to write about Writing down ideas and/or key words, including new vocabulary Make simple additions, revisions and corrections to their own writing by: Evaluating their writing with the teacher and other pupils</p> <p><u>Guided Reading</u> Too Small Tola</p>
Numeracy	<p><u>Fractions</u> Recognise, write and name fractions $\frac{1}{2}$ and $\frac{1}{4}$ of familiar shapes. Consolidate finding $\frac{1}{2}$ and $\frac{1}{4}$ of sets of objects, quantities and lengths Solve problems involving fractions using pictorial representation.</p> <p><u>Number and Place Value</u> <u>Addition and Subtraction</u> Recognise the inverse relationship between addition and subtraction. Show that addition of two numbers can be done in any order. Use estimation to check that answers are reasonable.</p> <p><u>Measurement – Mass</u> Use Kilogram (kg) as a unit of measurement for mass find everyday objects that weigh more/less. Solve word problems in the context of mass.</p>	<p><u>Addition/Subtraction</u> Pupils extend their knowledge of the language of addition and subtraction to include sum and difference. Recall and use addition and subtraction facts to 100 fluently, and derive and use related facts to 100. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p><u>Multiplication/Division</u> Count in twos, fives and tens and begin to count in multiples of three. Recall and use multiplication facts for the 2,5 and 10 multiplication tables. Consolidate multiplication as repeated addition. Recall and use division facts for the 2, 5 and 10 multiplication tables. Consolidate division as sharing, grouping including the use of arrays</p> <p>Problem Solving – Solve real life problems involving money and time.</p>

<p>Science</p>	<p><u>Living things and Their Habitats</u> To explore and compare the differences between things that are living, dead and things that have never been alive. Identify that most living things live in habitats to which they are suited. Identify and name a variety of plants and animals in their habitats, including micro-habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain.</p> <p>Scientist Study - Rachel Carson was a scientist who studied ocean habitats.</p>	<p><u>Plants</u> To be able to recognise a variety of different plants (including deciduous and evergreen trees). Understand the main changes as seeds and bulbs grow. Understand the basic needs of plants – water, light and suitable temperature to grow and stay healthy. Identify and describe the basic structure of a variety of common flowering plants including trees.</p> <p>Trip to One Tree Hill to look at different plants and trees</p>
<p>Religious Education</p>	<p style="text-align: center;">Spread the Word Rules Treasures</p>	
<p>Computing</p>	<p>Online Safety - Understanding the importance of staying safe online. To collect data and produce Graphs and charts to display data collected.</p> <p>Word processing – Touch typing - Using word processing software to type and reformat text.</p>	<p>Online Safety - Understanding the importance of staying safe online. Understand what algorithms are; how they are implemented as programs on digital devices. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.</p> <p>Word processing – Touch typing - Using word processing software to type and reformat text.</p>
<p>History</p>	<p>The Great Fire of London – Major events in our history: a study - Pupils should be taught about events beyond living memory that are significant nationally or globally: The Great Fire of London. - Pupils should be taught about the lives of significant individuals during this time period: Christopher Wren & Samuel Pepys. - Pupils should know where the people and events they study fit within a chronological framework - Pupils should develop an awareness of the past, using common words, phrases and a widening historical vocabulary.</p>	
<p>Geography</p>	<p>Compare the weather in the UK to other global localities. - To identify seasonal patterns around the world. - To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. - To use world maps, atlases and globes to identify the Equator and the North and South Poles. -To use basic geographical vocabulary to refer to key physical features of weather.</p>	
<p>Art/DT</p>	<p><u>Study of an Artist</u> Evaluate and analyse creative works of the artist Gustav Klimt, Tree of Life. Use drawing and painting to develop and share their ideas and imagination. Linked to science topic on Plants.</p>	<p><u>Art/D.T.</u> Creating 2D and 3D scenes of The Life Cycles of various animals -.using different mediums (charcoal, pencils, pastels, water colours and recycled materials)</p>

Music	Songs and rhymes from the past Explore popular songs and rhymes from the past e.g. Ring-of-roses linked to history topic themes. Pupils will be taught to - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments. To continue to develop their skills reading musical notes and playing the Glockenspeils.	Weather Explore mood provoking and dramatic music and match to dramatic weather events. Pupils will be taught to - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments. Listen to and appreciate a range of high quality live and recorded music. Experiment with sound and music to create different dimensions
Physical Education	TEAM GAMES Developing simple tactics for defending and attacking Develop new skills specific to invasion games. Apply basic tactics and strategies for attacking play. Work cooperatively as a team using equipment e.g. bats/rackets. To observe and select information to evaluate others performance.	ATHLETICS Master basic movements to include: run, jump, hop, throw & skip. Children will be able to understand what is meant by changing pace or speed. Children will understand changes they make to their body and to movements in order to help increase or decrease speed and agility.
	P.E. is on a Tuesday and Friday and the children must come to school in a school P.E. kit on both these days. During the warmer the children can wear shorts	
Homework	Homework is set on a Friday to be completed by the following Wednesday – all this work is done through Tapestry. It will rotate between English/Science/R.E. All homework must be uploaded onto Tapestry. Maths homework is provided through Mathletics set on a Friday and due in the following Wednesday. The children also complete work on TT Rockstars.	
Additional Information	<p>Reading – Every child has a specific reading day. On that day the children will read on a 1:1 basis with a teacher.</p> <p>Reading Journals - The children are asked to complete a Reading Journal page for each book they read – this Journal should be given to the teacher on their reading day.</p>	