



Lyonsdown School
Pride of Place
Year 2 Curriculum Synopsis – Summer Term 2021
Lyonsdown Learning: Collaboration and Reflection



Dear Parents,

Welcome back to the final term of this academic year.

I hope that you all had a relaxing and enjoyable break and that you made the most of the intermittent sunshine! I would like to thank you once again for all your invaluable support with our remote learning last term. It was a joy to finally welcome the children back to school in the last few weeks of the Spring Term and to see them being reunited with their friends at last.

We have a packed term ahead with many exciting and educational activities planned for the children across the curriculum. On the 14th June, we will have a range of workshops throughout the day covering drama, music and dance to link in with our topics this term. The children will take part in some samba drumming and Brazilian dancing as well as some acting work based on *The Jungle Book* as we are exploring the Rainforests. We are all looking forward to this special day.

Homework will continue as usual however, instructions for homework will be posted on Teams and books or sheets will be sent home in your child's school bag according to the homework timetable. Please return homework and books when requested as we will be tracking completed work and giving feedback to your child.

As it is our final term in Year 2, we have planned a range of transitional activities with our current Year 3 children to help your child become more familiar with life in the Upper School. We understand it is a big step and so, we want to support the Year 2 children so they are ready for September. Information about these activities will be given out to you in due course.

If you have any questions, or if you would like to arrange a meeting, then please do contact me.

Thank you for your support in advance and I look forward to the term ahead.

Miss Telford

ENGLISH – Miss Telford

The children will be using the story 'The Enormous Crocodile' in their literacy work in the first half of the term and through the second half of the term, we will explore some visual texts, 'Taking Flight' and 'Soar'. During these units of work, the pupils will take part in role play, shared and independent reading activities, comprehension tasks, discussions and a number of writing opportunities, as well as grammar and punctuation work. Handwriting will also be covered.

Reading

Pupils will:

Continue to read longer and less familiar texts independently.

Read frequently encountered words quickly and accurately.

Make predictions using evidence from the text.

Complete comprehension exercises.

Writing Composition and Vocabulary, Grammar and Punctuation

Pupils will:

Use present tense consistently for non-chronological reports.

Write and punctuate compound sentences using a broader range of connectives.

Use commas to separate items in a list.

Select and effectively use verbs and adjectives.

Proofread to check for errors in spelling, grammar and punctuation.

Read and follow instructions carefully.

Use adjectives, imperative verbs and adverbs.

Write a set of instruction using technical language.

Use inverted commas and bullet points.

Strengthen handwriting and presentational skills.

Homework:

An English task will be sent home each Wednesday.

A list of spellings will be sent home every Monday which the children will be tested on the following Monday.

How to help at home:

Please continue to enjoy a wide variety of books at home through reading exciting bedtime stories to your child as well as hearing your child read aloud regularly.

MATHS – Miss Telford

The Summer Term maths programme will include consolidating concepts taught last term as well as teaching new concepts and mathematical strategies. A weekly mental maths test will continue this term and there will be a greater focus on applying mathematical skills by solving problems and mathematical puzzles.

Place Value and Number

Recognise and the place value of each digit in a two, three or four-digit number

Compare and order a range of numbers using the $<$, $>$ and $=$ signs

Round numbers up or down to the nearest 10

Partition numbers in different ways

Measurement

Choose and use appropriate standard units to estimate and measure capacity, volume, length/ height and mass

Choose and use appropriate standard units to estimate and measure temperature to the nearest degree ($^{\circ}\text{C}$) using thermometers

Compare and order amounts or results and record the results using $>$, $<$ and $=$

Statistics including subtraction /difference

Interpret and construct simple pictograms, tally charts, block diagrams and simple tables

Ask and answer questions about totalling and comparing categorical data

Understand subtraction as take away and difference (how many more, how many less/fewer)

Multiplication and Division

Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot

Recall and use multiplication and division facts for the 2, 3, 4, 5 and 10 multiplication tables, progressing on to learning the rest of the tables when ready.

Now we are back at school, we are asking the children to come to us when they think they know a times table, out of order, and we will give them a quick and informal verbal quiz. Certificates will be awarded – Bronze for all multiplication facts correct, Silver for added division facts and Gold for the correct answering of 2 word problems in addition to these.

Shape

Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line

Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces

Position, Direction and Time

Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three- quarter turns (clockwise and anti-clockwise)

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

Fractions

Understand and use the terms numerator and denominator

Understand that the larger the denominator is, the more pieces it is split into and therefore the smaller each part will be

Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity

Count on and back in steps of $\frac{1}{2}$ and $\frac{1}{4}$

Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

Homework:

Maths Homework will be uploaded onto Teams every Wednesday. It is our aim this term, for the children to begin copying calculations (if possible) directly onto the squared paper in their maths homework books. This will take time to achieve and we are working in class to help embed this skill. Please do encourage your child to present their work more formally if they are able but downloadable sheets will also be available on Teams should your child need the structure.

How parents can support at home: Encourage your child to use his/her mathematical skills in a variety of practical ways such as cooking, which uses ratio, proportion and measurement skills. Real life experiences with money and problem solving is always helpful. Reinforce strategies and methods taught in the classroom, (these are available on the School Calculation Policy). Please continue practising the 2, 3, 4, 5 and 10 times tables and related division facts as these facts will really help your child in numeracy. Children will also benefit from practising being able to tell the analogue time. Play 'Hit the Button' as often as possible.

SCIENCE – Mrs Murphie and Miss Telford

Children will learn about 'Growing Plants' and 'Habitats'.

They will:

Observe and describe how seeds and bulbs grow into mature plants.

Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

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, and how they depend on each other.

Identify and name a variety of plants and animals in their habitats, including micro-habitats.

How parents can support at home: Spend time in the garden or the park and think about the animals and plants that might live there and where would be good places for them to find food or safe places for them to have nests. Encourage conversation using scientific vocabulary e.g. badgers live in setts; foxes live in dens and encourage careful observation and the idea of looking for evidence of animals that we cannot see.

TOPIC – Mrs Silve

This term we will explore “Rainforests” where the children will continue to use their geographical skills by using world maps, atlases and globes to identify where rainforests are located. We will explore countries that are home to rainforests and spend a significant time looking at the Amazon Rainforest.

We will begin our topic by examining the climate in the Amazon before we move onto the various layers a rainforest has. We will also be exploring the extensive wildlife that have their homes in the rainforest and will finish our topic on how and why we should protect our rainforests.

How parents can help at home: Researching facts on the internet, visiting museums and visiting your local library to collect information will all enhance your child’s learning experience in a fun way.

RE – Miss Telford

The final unit for RE in Year 2 is Judaism and ‘The Torah’ in which the children will continue to build on their knowledge of Judaism, learn the importance of the Torah and how Jewish people use it to guide them in everyday life. In addition, the children will explore the Torah and focus on some of the important stories contained within, such as the story of Moses in Egypt and the story of the Pharaoh’s dreams, before moving on to the importance of the Ten Commandments. Pupils will have the opportunity to consider what rules and teachings influence their own lives and what they value.

How parents can help at home: Find out information and facts about the Jewish faith through researching on the internet and through books.

ART – Mrs Cowie

With links to their learning in Topic work, the children will investigate the jungle paintings by the artist, Henri Rousseau. They will create their own mixed media collages inspired by images of rainforests and the creatures that inhabit them, as well as the work of Rousseau. Pupils will also learn how to use a variety of printing techniques to create exciting 2D work.

After half term, the theme will be ‘Flight’ and the children will use clay and other modelling materials to create sculptures of different insects which fly. They will study the work of other artists and designers who have also been inspired by insects in their own work.

Homework

Art homework may be set periodically

How parents can support at home:

Although Henri Rousseau had never visited a jungle, he used house plants, wild flowers and pictures in books as sources of reference and inspiration for his jungle paintings. Now that we are entering the summer months, encourage your daughter to use a sketchbook at home to sketch flowers and plants outside in the garden.

DT – Mrs Silve

The children will be designing and making fridge magnets before half term, exploring what material would be most suitable and practical to use before progressing their design ideas from plans to finished 3D products, through to evaluation.

After half term, the children will be guided through the project of designing and making fruit smoothies. This will include researching different fruits and where they come from, reflecting on a healthy diet, existing product evaluation, design ideas (including packaging) making our own fruit smoothies and finally evaluating.

How parents can support at home:

Look at and discuss everyday objects around the home and encourage your child to think about the materials used in their manufacture, as well as examining their specific designs and functions.

Children can enjoy helping to prepare food in the kitchen and practise the safe handling of a knife for chopping fruit and vegetables with adult supervision

MUSIC – Mrs Roberts

We will be looking at the musical elements, in particular, pitch, exploring sounds, and focusing on developing descriptive sounds and word rhythms with raps and songs about the weather.

We will explore pitch through a variety of activities both aural and practical as well as reinforcing the children's sense of pulse and ability to sing back simple melodic phrases. Our musical topics this term are 'Seasons' and 'Weather'.

Pupils will begin to understand the concepts of musical notation in a basic form through singing and basic written exercises using mini whiteboards with musical staves. We will be singing a variety of songs including:

* Round the seasons

* Months of the year calypso

* The Koto

* Almond Blossom

* It's raining, it's pouring

* Rainy rap

How parents can support at home:

At home, you can support what your child is learning at school by singing these songs with them and have fun doing the actions which your child can teach you! You can tune into Classic FM and chat to your child about the music they can hear. Ask them if the sounds they can hear are high or low and what instruments they can hear. Ask them to march or clap the beat of the music and talk about whether the music is fast or slow, whether it stays the same speed all the time and is the music loud or soft! Ask them if the sounds they can hear are smooth or detached and whether the music slows down, speeds up or stays the same speed all the way through.

COMPUTING – Mrs Stanton-Tonner

This term, work will include:

- Continuing work on inputs, to improve mouse and keyboard skills including the basics of touch typing.
- Robots, routes and control. Problem solving and creating algorithms. Computer Science and coding games.
- Internet safety rules, appropriate behaviour and finding information.
- Using technology safely, respectfully and purposefully to create, organise, store, manipulate and retrieve digital content. Saving work to and opening work from the Y2 folder.
- Group and individual work linked with class projects and basic curriculum.

How parents can support at home:

Please keep monitoring your child's safety when using digital devices and discuss what is good and bad about using them and the Internet. Please have conversations at home about how long children should use devices for and that they should be used in a place where an adult can supervise them.

- Coding: <http://www.scratchjr.org/> (or Scratch) and many other free websites are available for children to try coding games and it is good for them to see it in different forms. Games are also available for iPads and other tablets.
- Please continue with improving keyboard skills and once your child starts to touch type, try to observe how they use their fingers in order to help them to use home row fingering and to improve their speed of typing. Using a keyboard to type their weekly spellings repeatedly or set a simple sentence to be typed using the correct fingers can also aid their spelling and reading skills.

PE – Miss Doyle

Athletics

During the Summer term, all children will be exploring running, jumping and throwing activities and take part in simple challenges and competitions. They will experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance. We will be focusing on developing these skills in preparation for sports day.

Running & Walking (Sprinting)

- developing awareness of speed & distance
- learning to run in a coordinated & fluent way
- learning to run at different speeds for short & longer durations

Running Over Obstacles (Hurdles)

- developing spatial awareness
- learning to run in a coordinated & fluent way over obstacles
- learning to run at different speeds over obstacles

Throwing for Distance (Shot Put / Javelin)

- developing awareness of distance & weight
- learning to throw in a coordinated way for distance
- learning to throw a range of different throwing implements

Throwing for Accuracy (Shot Put / Javelin)

- developing awareness of distance & weight
- learning to throw in a coordinated way for accuracy
- learning to throw a range of different throwing implements

Jumping for Height & Distance (Long Jump)

- developing awareness of distance & height
- learning to take off & land in a coordinated & controlled way

- learning to jump in a variety of different ways

Combination Jumping (Triple Jump)

- developing awareness of distance & height
- learning to link a variety of different jumps together
- learning to link movements in a coordinated & controlled way.

Rounders/Cricket

All children will also be practising their Rounders and Cricket skills including throwing, catching, fielding and batting.

How parents can support at home:

Please ensure your child wears full their correct PE kit to school on their PE day and that their shoes all fit them correctly.

Spanish – Madame Walker

This term, we will learn about:

- The family. Children will learn how to say in Spanish: the mother, the father, the brother, the sister, the grandfather and the grandmother. They will also learn how to introduce their family.
- The House. Children will learn how to say the living room, the kitchen, the bathroom, the bedroom, the garage and the garden.
- Hobbies. Children will learn how to say I like to play football; I like to play cards and so on...
- The Body. Children will learn how to say the eyes, the leg, and so on.... They will also learn to make sentences. Ex: I can see with my eyes.

How parents can support at home:

Encourage your child to share what he/she has learnt at school and to use the new vocabulary at home. For further practice, the BBC provides a free online resource of basic games for children in French: www.bbc.co.uk/schools/primarylanguages/spanish/families/games.