

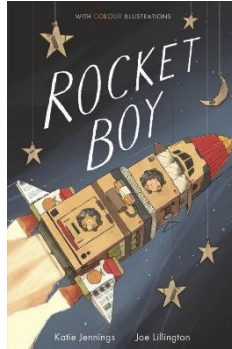




Year 2 Curriculum Information Summer Term 2024

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| Year group teachers: | <ul style="list-style-type: none"> • Miss Maitland and Miss Aberdein 2MA • Miss Fuller 2F • Mrs Ransom and Mrs Barker 2RB |
| Year group support staff: | <ul style="list-style-type: none"> • Mrs Haxley – intervention teacher • Mrs Liffen • Mrs Briers • Mrs Backhouse • Mrs Cobb • Miss Bacon • Mrs Jones • Mrs Van de Ende |
| Dates for the diary:  | <p>Maths learning café and open afternoon – Monday 29th April at 1.45pm Transport Museum- Wednesday 15th May Swimming at Colneis - 7th June - 19th July - letter will be sent out shortly Transition morning – Wednesday 26th June Friends' Summer Fair – Saturday 29th June 12-3pm Beach trip – Wednesday 3rd July Friends' Year 2 Celebration disco (TBC) – Friday 5th July Sports Day - Thursday 11th July Reports sent home – Friday 12th July Parents' Open Evening – 17th July Final day of term – Friday 19th July</p> <p>Dance Showdown 2MA – to be confirmed Year 5 Buddy Meetings and Year 5 buddy catch up – to be confirmed As soon as the dates above are confirmed we will let you know via Parentmail and Tapestry.</p> |
| Curriculum areas to be covered this term in: | |
| Reading and spelling  | <p>In Summer Term 1 we will be reading the book 'Rocket Boy' by Katie Jennings. Each week we will focus on a different reading skill looking at a particular section of the text that we have read.</p> <p>In week 1 we will be using our Predicting Pip skills to think about what might happen in this text, what type of text it is, who the main characters are and what the key messages and features of the book are. In week 2 we will be using our Retrieval Rex skills and he reminds us that we need to understand and talk about the key features of our text using the 5W questions. Who are the characters? What are they doing? When did this happen? Where are they going? Why did it happen?</p> <p>In week 3 we will be using Vocabulary Victor to investigate new vocabulary, it's meaning and why the author chose it. We will be looking at vocabulary such as cascades, simulator, detached, accomplished, international and infinite. We will be unpicking the text and answering questions such as 'Which word tells you that Earth is far away?' and 'Why is the word total in bold?'. In week 4 we will be using Inference Iggy to infer feelings, motive, emotion and motive. We will be discussing parts of the text in depth and discussing why it happened and how we know certain things about the text. In our final session we will be using Sequencing Suki to think about the order that events</p>  |

happened in the book and to answer questions about when events happened such as 'name something that happened after he built his rocket' and 'can you tell me something that happened towards the end of the story?'

In Summer Term 2 we will be reading the text "The Long Way Home" by C. Averiss and K. Litten. The text has themes of family, strength, bravery, perseverance and resilience, so it links really nicely to our PSHE curriculum.

The children will be reading sections of the text each week and focusing on each of the Pawsome Gang characters to help them develop their comprehension skills. They will have lots of opportunities for class discussions to unpick the text and will then have a go at completing their own comprehension sheets.

In week one the children will be using their Prediction Pip skills to answer questions about what has been said and done. They will be thinking about, and discussing, questions such as 'Do you think the story will have a happy or a sad ending? Why?', 'How do you know where Otto and Nanu are going?', 'What will Otto be when he grows up?' and 'Do you predict Otto will go on an adventure with Nanu again?'

In week two the children will be using their Rex Retriever skills to find information and answers from texts and pictures. They will use their skills to retrieve answers for questions such as 'What were the zebras doing when Otto sprayed them with water?', 'Who did Otto and Nanu leave behind when they went on their adventure?' and 'Why did Nanu ask Otto to hold his tail?'

In week three they will explore their Vocabulary Victor skills to answer questions about the authors use of language. They will revisit vocabulary and synonyms. They will answer and discuss questions such as 'What does the word struggle mean?', 'Find and copy one word that means climbed', 'Find and copy one word that tells you that Otto was enjoying himself' and 'How does the author portray Nanu as confused?'

In week four the children will be using their Inference Iggy skills to make inferences from the text. They will discuss imagery and changes in colour. They will focus on the author and illustrators' representations of different places in the story and how this reflects how the characters are feeling. They will think carefully about the themes and messages in the text and how these are portrayed through words and pictures.

In the final session the children will be using Sequencing Suki to think about the sequence of events in the book, why they happened in that order, what happened before and after key events and why.



Spelling –

In spellings we will continue to work on the Year 2 common exception words (attached at the bottom of this document) and really focus on the children using them correctly within their independent writing.

We will also look at -

- contracted forms of words - do not don't would have would've
- plurals - fox foxes story stories
- prefixes – un, dis, mis, re and sub

- suffixes – ness, ment, ful, less and ly
- adverbs – cheerfully, bravely and quickly
- adding the endings ing, ed, er, est and y

Year 2 - Common Exception Words

| | | | | | | |
|-----------|-------|----------|---------|---------|--------|-----------|
| door | floor | poor | because | find | kind | mind |
| behind | child | children | wild | climb | most | only |
| both | old | gold | cold | hold | told | every |
| everybody | even | great | break | steak | pretty | beautiful |
| after | fast | last | past | father | class | grass |
| pass | plant | path | bath | hour | move | prove |
| improve | sure | sugar | eye | could | should | would |
| who | whole | any | many | clothes | busy | people |
| water | again | half | money | Mr | Mrs | parents |

Writing
(CUSP
curriculum)

Summer 1: In our first few weeks we will be learning how to retell a simple narrative. The children will begin by looking at our 'model text' Jack and Jill and use this to help them understand how authors can use adjectives, expanded noun phrases and adverbs to make a text more exciting. We will be revisiting 3rd person pronouns and identifying how these are often used in stories to explain what the character is doing, thinking, feeling etc. The children will be learning the story of Hansel and Gretel and then working to apply these skills to retell their own version of this story.

In our next module we will be revisiting poetry to develop and enrich our understanding of vocabulary and how this can be used to develop the emotions of a reader and looking at connections between vocabulary and different poems. The children will also be using a dictionary to help them explore unfamiliar and new vocabulary.

Our final module of Summer 1 is a recount from a personal experience. The children will be visiting the Ipswich Transport Museum which will be the focus for our recount. The children will begin by learning what is meant by a recount, identifying key features of a recount (writing from a 1st person perspective, using past tense, time conjunctions and description) before planning and writing their own.

We have not yet decided our writing focuses for Summer 2 but will share this information with you in due course via the reading stickers and Tapestry 😊

Grammar

We will be learning about the following concepts and grammar rules during the Summer term so the children can apply them to their writing.

Past and Present Tense

The children will revisit their understanding of what verbs are and how to use them correctly in a sentence. They will look at ways to identify if a text is written in the past or present tense by looking for the verbs in sentences. They will look at common regular

and irregular verbs in their past and present forms e.g. run/ran, eat/ate, show/showed, hop/hopped.

Singular and Plural

We will revisit previous learning about what is meant by the terms singular and plural. The children will look for examples in texts and begin to classify nouns as singular or plural. They will be taught about how to change a singular noun into its plural form and associated spelling rules.

Conjunctions

The children will focus on the conjunctions and, or, but, so and the reasons why we use these conjunctions.

Possessive apostrophes

The children will learn that we can use 's to show when something belongs to someone as well any exceptions to the rules when a name already ends in an s. James' brush, Jess' car.

Prefixes

The children will learn that a prefix is a group of letters added to the beginning of a root word. They will concentrate on the following prefixes – un, re, dis, mis and learn the rules for each one.

un means not – unhappy, unwell

re means to do again – revisit, refill

dis and mis also mean that something is no longer happening – disappear, mistake

Suffixes

Suffixes are a group of letters added to the end of a word and change the meaning of the root word. The children already know how to use suffixes such as ed and ing however we will also learn about er, ment, ness, ful and less and the rules for each one. For example when adding er to a word that already ends in an e, you remove the e and add er. When the word ends in a vowel consonant, you double the consonant and add er. Finally, when the root word ends in a y, you remove the y and replace it with an i.

bake + er = baker

run + er = runner

happy + er = happier

We do not expect the children to remember all of these rules as this is their first introduction to prefixes and suffixes. They will continue to build their knowledge and skills as they move onto Year 3 and beyond.

Verbs and adverbs

The children already have a firm understanding of verbs being action or doing words (run, hop, read, write, look) so we will progress onto teaching them about adverbs and how they are used to describe how the action is completed.

I ran quickly.

I read the book slowly.

She recited her poem clearly.

The grammar skills they are learning this term are to improve the content of their writing and ensure it can be read clearly by the reader. They will continue to learn these skills in Summer Term Two and when they move into KS2 next year.

Handwriting

In Year 2 pupils consolidate the skills learnt in previous years – correct orientation and formation of letters, use of capital letters, word spacing but also start to use some of the diagonal and horizontal strokes needed to join letters. We model joined handwriting throughout the school day so that this becomes more natural and automatic for the

children. All of the joins have now been taught so it is about practising them and applying them. I have attached a picture of all of the joins learned in Year 2 this year.

eel eet ape ice ide ow ou oy

oi oa ode ole obe ookool

ir er ur or oor url irl irt

ere air dis ws sh si se sp rs

ea ear ft fl fu fr qu rr ss ff

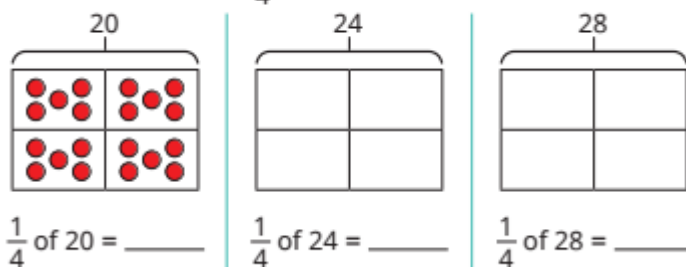
Maths



Our learning objectives for the Summer term are as follows:

Fractions – the children will learn the concept of a whole, equal parts, halves, quarters and thirds through practical exploration of shapes and amounts. They will learn that the denominator tells you how many equal parts the shape or amount has to be split into and the numerator tells you how many of those equal parts to shade or count.

Use bar models to find $\frac{1}{4}$ of each number.



Time – the children will be introduced to time through the language, hour, minute, half, quarter and practical use of clocks so they can understand how the hands move and the time changes. They will learn to tell the time to the hour, half hour, quarter past and quarter to. When they have showed an understanding of these concepts, we will introduce them to telling the time in 5 minute increments. Fractions and the 5 times table are key concepts for telling the time so continue practice on Times Tables Rock Stars in important for all areas of maths.

Statistics – this is the first time the children have been introduced to the formal method of recording, reading and interpreting data (information). They will be taught how to read and make tally charts, tables, block diagrams and pictograms. They will count in sets of 1, 2, 5 and 10 which connects with the times tables they are taught in Year 2. They will use the language most, least, greatest and difference between to describe the information/statistics.

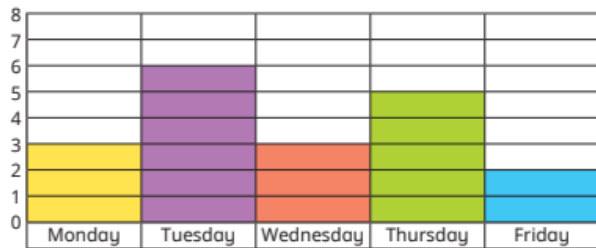
Year 2 are collecting data about their favourite colours.

| Colour | Total |
|--------|-------|
| red | 5 |
| green | 8 |
| blue | 7 |
| yellow | 2 |

Make a block diagram, using cubes to show the data.

Now draw the block diagram.

The block diagram shows how many children went to after-school club each day.

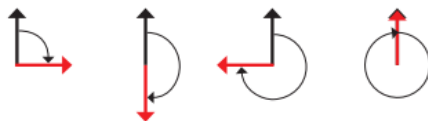


- ▶ On Monday, _____ children went to after-school club.
- ▶ The day with the most children was _____

Position and direction – the learning for this part of the term starts with understanding prepositions and where an object or person is (above, behind, between) before moving onto forward, backwards, left and right.

They will learn about turns, referring back to fractions and the language whole, half and quarter. This will also help them consolidate their learning

The pictures show a quarter turn, a half turn, a three-quarter turn and a full turn.

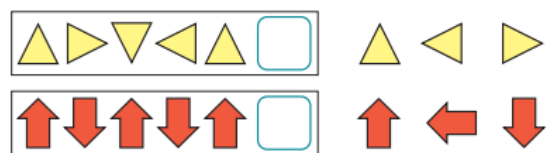


How is this similar to fractions?

How is this similar to time?

The patterns are made by turning the shape each time.

Choose the missing shapes.



around time. The children will work practically, with technology such as Bee-Bots and with pattern and shape to reinforce their understanding of the direction of turns.

We will continue to share our learning in Maths via Tapestry so that you can see what your child is learning each week (and how we are teaching it).

Science



This term in science we will be observe the life cycle of plants by growing seeds and bulbs. We will be watching as they mature and keeping a plant diary. We will be looking at how to keep plants healthy, looking at the importance of water, light, and a suitable place to grow.

We will also be comparing the differences between plants growing in different conditions and how this can affect their growth. All of our Science learning will take place developing our scientific skills of:

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Performing simple tests
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions.

Art

In Art we will be focusing on printing and print making, we will begin by looking at famous artists such as William Morris and Pablo Picasso and the different types of printing that can be used.

Then we will work through the different types of printing:

- Using objects to print and create pictures and patterns (vegetable and natural resources)
- mono printing (by making simple marks into ink and then pressing down onto this.
- Relief printing- where we will use styrofoam blocks to press in our design and then create a relief print



All the children will also be taking part in the Young East Anglian Artists Competition again this year, the theme we have been given this year is 'connections'. The children will be thinking about their own personal connections and use this to create a personal piece.

History and Geography



History Summer 1 – Through our topic on transport in the past and present we will be learning about historical sources of information, the chronological order of developments in transport and significant individuals and inventions linked to transport. The children will have the opportunity to understand the changes and developments of transport through the ages when we visit the Ipswich Transport Museum in May. The children will learn historical vocabulary and be encouraged to ask and answer questions in order to discover more about the history of transport and the way in which we gather information about the past.

Geography Summer 2 – The children will continue to use world maps, atlases and globes to identify the United Kingdom and its countries, capital cities and flags. They will learn to use locational and directional language and begin to use simple compass directions (**North, South, East and West**) through practical games and activities. The children will learn to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. They will use these skills to devise a map of the school grounds alongside simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. We will be recapping the continents of the world and looking in more detail at Europe (France and Paris particularly) making comparisons and discussing similarities and differences using geographical language.

PE



The children will be developing skills in:

Games: for Summer 1 we will be applying our games skills from Autumn term into cricket and other games such as rounders and dodgeball.

Athletics: this term we will work on our athletic skills preparing for sports day. We will be practising our running, jumping, throwing and team work skills.

Dance: moving imaginatively to different stimuli including music, changing rhythm, speed, level and direction. Developing and performing a sequence of movements. This will be completed in our Musical Theatre enrichment sessions.

In Summer Term 2 we will also start our weekly swimming lessons on a Friday morning at Colneis. More information will be shared with you in due course.

PE days: 2F AND 2RB Monday and Thursday 2MA: Monday and Friday


Children will come to school dressed in their PE kits.

N.B. No earrings or jewellery to be worn on PE days. Hair to be tied back.


Children will come to school dressed in their PE kits.





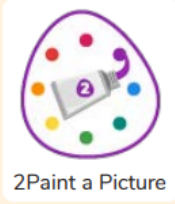



Please ensure that your child's PE kit is in line with the school's uniform policy.

<https://www.fairfieldandcolneis.co.uk/fairfield/fairfield-uniform/>

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|  RE | <p>Summer 1 – Judaism Key Question – Why is the Torah such a source of joy for the Jewish community? The children will: ENGAGE: with the concept of joy in relation to the Torah ENQUIRE: into the importance of the Torah to the Jewish community EXPLORE: the story of Moses, the leader and teacher from the Torah</p> <p>Summer 2 – Christianity Key Question – What did Jesus teach about God in his parables? ENGAGE: with the parables of Jesus found in the bible (a parable is a story with a special meaning) ENQUIRE: into how Jesus used parables to help his followers learn about God EXPLORE: how Christians retell the parables in different ways and how Christians hope that the parables share the good news about God loving and caring for people</p> |
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| DT  | <p>Summer 1: to support our visit to the Transport Museum the children will be working to design and make a moving vehicle for toy model. They will begin by learning about the design process and investigating existing products. The children will then be introduced to their design specification and build a design criteria to help them plan and build their moving vehicle.</p> <div data-bbox="311 862 667 1198" data-label="Diagram"> </div> <div data-bbox="753 842 1455 1144" data-label="Complex-Block"> <p>Over the next few weeks we will work through the design stages to create a product to fit this design question:</p> <div data-bbox="813 940 1268 1131" data-label="Text"> <p>Can we design and make a moving vehicle that can hold the toy figure?</p> </div> <div data-bbox="1276 974 1380 1120" data-label="Image"> </div> </div> <p>Summer 2: In Design Technology we will be planning and creating a picnic for a beach visit. The children will understand the need for a variety of foods in their diets and understand that all food has to be grown, farmed or caught. They will follow procedures for food safety and hygiene and learn how to prepare healthy food in a safe way. They will talk about their likes and dislikes using sensory vocabulary before evaluating their picnic foods based on their visual appeal, taste and difficulty to make.</p> <div data-bbox="300 1451 614 1765" data-label="Image"> </div> <div data-bbox="619 1451 1257 1765" data-label="Image"> </div> |
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| PSHE  | <p>In PSHE the children will listen to stories that promote discussion and use circle time to have their thoughts and opinions heard. They will listen to the other children and learn to acknowledge differences in views and opinions.</p> <p>They will learn about looking after the local environment and think about how it could be improved. This will be linked to learning in science about plants and growing.</p> <p>They will find out about the difference between good and bad secrets and be able to explain their right to tell a trusted adult if they are concerned. They will find out about appropriate and inappropriate touch and learn the correct names for the body parts of boys and girls. You will receive more information about this before it happens.</p> |
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| | <p>As part of their transition to Colneis they will consider how they have grown, changed and become more independent. They will reflect on their time at Fairfield and talk about all of their achievements. They will set simple goals for the future and learn to recognise and describe the different feelings that might surface when there is change in their lives.</p> |
| <p>Music</p>  | <p>The children will be learning:</p> <ul style="list-style-type: none"> • To listen to and respond to a range of different musical styles. • Have practical experience of playing an instrument and talking about sound, pitch, tone, number of beats etc. using musical vocabulary. • Developing the skills needed to compose and perform. • Looking at the language of music, theory and composition. |
| <p>Computing</p>  | <p>Pupils will learn about:</p> <div data-bbox="309 600 1259 1294">  <p>Purple Mash Computing Scheme of Work: Knowledge Organisers</p> <h3>Unit: 2.6 Creating Pictures</h3> <div data-bbox="395 801 772 1294"> <p>Key Learning</p> <ul style="list-style-type: none"> • To learn the functions of the 2Paint a Picture tool. • To learn about and recreate the Impressionist style of art (Monet, Degas, Renoir). • To recreate Pointillist art and look at the work of pointillist artists such as Seurat. • To learn about the work of Piet Mondrian and recreate the style using the lines template. • To learn about the work of William Morris and recreate the style using the patterns template. • To explore surrealism and eCollage. </div> <div data-bbox="798 801 1259 1245"> <p>Key Resources</p>   <p>2Paint a Picture</p> </div> </div> <div data-bbox="309 1352 1259 2112">  <p>Purple Mash Computing Scheme of Work: Knowledge Organisers</p> <h3>Unit: 2.7 Making Music</h3> <div data-bbox="411 1594 858 2112"> <p>Key Learning</p> <ul style="list-style-type: none"> • To make music digitally using 2Sequence. • To explore, edit and combine sounds using 2Sequence. • To edit and refine composed music. • To think about how music can be used to express feelings and create tunes which depict feelings. • To upload a sound from a bank of sounds into the Sounds section. • To record and upload environmental sounds into Purple Mash. • To use these sounds to create tunes in 2Sequence. </div> <div data-bbox="884 1594 1430 2112"> <p>Key Resources</p>   <p>2Sequence</p> </div> </div> |



Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 2.8 Presenting Ideas

Key Learning

- To explore how a story can be presented in different ways.
- To make a quiz about a story or class topic.
- To make a fact file on a non-fiction topic.
- To make a presentation to the class.

Key Resources



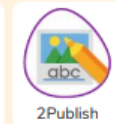
2Create a story



2Connect



2Quiz



2Publish

Homework

Reading at least 4 times a week

All reading is to be recorded in Home/School Reading Diary. This can include school reading book, newspapers, posters, magazines and Oxford Reading Buddy. Children will receive a weekly sticker for their efforts if they read 4 times per week and be entered into the Golden Ticket prize draw.

Please ensure their diaries are signed so that we can change their books. If they are not signed we will keep their books the same.

Weekly spelling homework

This will be sent home on a Friday and collected in the following Friday. It will follow the spelling patterns and rules that the children have been learning in class.

Use Purple Mash, Times Tables Rockstars and Oxford Owls

Complete challenges and tasks set in line with our Maths curriculum and current learning. These are all optional resources but are great to support your children at home.