



What we are learning this half term in Year 2 Summer 1

Subject	Content and unit outcomes	How you can support at home
English	<ul style="list-style-type: none"> • Writing an independent narrative • Writing an independent recount about a real event. 	<ul style="list-style-type: none"> • Write a recount paragraph about what you did at the weekend/half term. • Encourage children to be reflective when checking their work for punctuation and spellings.
Maths	<ul style="list-style-type: none"> • Mass, capacity and temperature • fractions 	<ul style="list-style-type: none"> • Measure objects around the house using a ruler or tape measure and compare which items are longer, shorter, taller or smaller. • Use cooking to weigh ingredients, fill containers to explore full/half/empty, and talk about temperature when checking the weather or running a bath.
Spellings	<ul style="list-style-type: none"> • Using an apostrophe and add an s to show possession. • When a root word ends in a y, change the y or an i and add es. • When a root word ends in a consonant after a short vowel sound, double the consonant before adding the suffix. • When a root word ends in a consonant then an e, drop the e before adding the suffix. • When a root word ends in x, just add the suffix. 	<ul style="list-style-type: none"> • Encourage regular reading and spelling at home. • Work on this half term's spelling regularly, asking questions randomly about how you know an item belongs to someone and complete the homework sent home on a Friday.
RE How do some people talk to God?	<ul style="list-style-type: none"> • Describe what prayer means and why people pray. • Identify some similarities and differences between the ways in which people pray. • Draw connections between prayer practices within the Hindu, Muslim and Jewish worldviews. 	<ul style="list-style-type: none"> • Encourage children to ask questions about faith and begin to express their ideas and opinions in response. • Promote the importance of respect when discussing faith.
PSHE Economic wellbeing	<ul style="list-style-type: none"> • Explain some ways adults get money and discuss the role of bank account cards. • Recognise the difference between a want and a need. • Explain why treating people equally and inclusively is important. 	<ul style="list-style-type: none"> • Talk about the rewards of a job and how money plays a role in everyday life. • Allow children to pay for items at the shop. • When buying an item, question if it is a need or a want.



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<p>Geography/ History What is a Monarch?</p>	<ul style="list-style-type: none"> • Explain how William the Conqueror kept order and conquered England. • Identify that the power of monarchs has changed over time. • Make comparisons between past and present monarchies. 	<ul style="list-style-type: none"> • Explore non-fiction texts/videos/resources relating to history of Britain and its monarchs. BBC is a useful website for this.
<p>Science Plants: Growth</p>	<ul style="list-style-type: none"> • Recognise that light is required for healthy plant growth. • Sequence the stages of a plant's life cycle. • Describe the influences humans have on plants in the environment. 	<ul style="list-style-type: none"> € Explore the local area for different plants. € Plant seeds in the garden and watch their life cycles. € Discuss why it's important to look after plants, and the role they play in the environment.
<p>Art / DT Craft – Map it out</p>	<ul style="list-style-type: none"> • Explore how to use texture and 3D forms to replicate a map in a new way. • Design a print with simple lines and shapes, making improvements as they work. • Choose a favourite artwork, justifying their choice. 	<ul style="list-style-type: none"> • Encourage children to be creative with artistic resources and crafts.
<p>Music Structure – Myths and legends</p>	<ul style="list-style-type: none"> • Recognise, play and write rhythms with one beat and paired half beats. • Add rhythms to a structure to create a beginning, middle and end. • Work well as part of a group, listening to others and respecting their ideas. 	<ul style="list-style-type: none"> • Encourage children to experiment with changing the tempo (speed) and dynamics (volume) of a given rhythm. • Ask children which instruments they think they can hear in different pieces of music.
<p>Computing Coding</p>	<ul style="list-style-type: none"> • Predict what this code will do • Run the code to check your prediction • Investigate and trace through the code to see if you were correct • Modify the code to add detail, change actions/outcome • Make a new program that uses the same ideas in a different way. 	<ul style="list-style-type: none"> • Allow children to 'have a go' and figure out how machines work, such as the washing machine or microwave. • Question what your child thinks might happen if you push a certain button on a piece of machinery.
<p>PE</p>	<ul style="list-style-type: none"> • Locomotion: Jumping • Games for understanding 	<ul style="list-style-type: none"> • Take children to the park to develop their gross motor skills.