



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

| <u>Subject</u> | <u>Content and unit outcomes</u> | <u>How you can support at home</u> |
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| <u>English</u> | <ul style="list-style-type: none"> To write a Diamante poem independently. To write a letter using different tenses. | <ul style="list-style-type: none"> Visit the library and read lots of poems together. Encourage your child to learn a poem from heart. Talk about events using past, present, and future tenses |
| <u>Maths</u> | <ul style="list-style-type: none"> Time Statistics Position and direction | <ul style="list-style-type: none"> Encourage your child to read clocks throughout the day and talk about times using vocabulary such as <i>o'clock, half past, quarter past, quarter to, midnight and noon.</i> Help your child collect simple data at home, such as favourite fruits, weather types or colours of cars passing by creating a tally and presenting data in different ways. |
| <u>Spellings</u> | <ul style="list-style-type: none"> An introduction to morphology. Suffixes -s, -es, -y, -eg and ing. Prefixes un and re. | <ul style="list-style-type: none"> Play word building games by adding suffixes or prefixes to root words. Spot patterns during reading. Look for suffixes or prefixes in words when reading. |
| <u>RE</u> Where do some people talk to God? | <ul style="list-style-type: none"> To identify some features of mosques, synagogues and churches and their importance to their followers and how it helps them to pray. To make connections between beliefs about the Trinity and Christian places of worship. To explain what the similarities and differences between places of worship can tell us about some people's beliefs. | <ul style="list-style-type: none"> Visit local places of worship such as a mosque, church, synagogue or gurdwara during open days or through virtual tours online. Read child-friendly books or watch short educational videos about different religions and places of worship. |
| <u>PSHE</u> Transition | <ul style="list-style-type: none"> I can understand what change is and that it is part of life. I can explain some positive and challenges of change. | <ul style="list-style-type: none"> Talk to your child about change and moving up to a new year group. Discuss worries and strategies on how to overcome them. |
| <u>Geography</u> What is it like to live by the coast? | <ul style="list-style-type: none"> Name and locate the different coasts seas and oceans surrounding the UK in an atlas. Describe the location of the coasts, seas and oceans surrounding the UK using compass points. Identify human features of coastal towns in the UK. | <ul style="list-style-type: none"> Watch documentaries, weather reports or travel programmes about UK coasts and discuss what people do there (tourism, fishing, shipping, surfing, conservation). Share family memories of seaside visits and talk about what the coast looked like and how it was used. |
| <u>Science</u> Making connections – plant-based materials. | <ul style="list-style-type: none"> Explain the terms reduce, reuse and recycle. Classify natural and human-made | <ul style="list-style-type: none"> Ask your child to sort household rubbish into items that can be reduced, reused or recycled. |



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| | <p>materials.</p> <ul style="list-style-type: none"> • Carry out tests to assess the properties of different materials. • Use observations to answer questions. • Draw conclusions about the suitability of materials. | <ul style="list-style-type: none"> • Talk about everyday materials such as paper, plastic, glass and metal, and whether they are natural or human-made. |
| <p>Art / DT Mechanisms – Ferris wheels</p> | <ul style="list-style-type: none"> • Describe how axles help wheels move a vehicle and design and label a working fairground wheel. • Describe the properties of different materials and select appropriate materials for the wheel. | <ul style="list-style-type: none"> • Look at everyday objects and discuss which materials are strong, flexible, light or waterproof. Encourage your child to compare different designs of toys, rides or vehicles and explain what works well and what could be improved. Praise them for adapting and improving their ideas after testing. |
| <p>Music Pitch – musical me</p> | <ul style="list-style-type: none"> • Play a pattern of high and low notes on an instrument. • Read notation from left to right. • Recognise when notes stay the same. • Recognise missing notes on a stave. | <ul style="list-style-type: none"> • Sing or play simple high and low note patterns together and ask your child to copy them back. You could use your voice, a keyboard app, bells, or homemade instruments. Encourage them to point left to right while following the pattern. |
| <p>Computing Spread sheets</p> | <ul style="list-style-type: none"> • Introduction to spreadsheets, entering data, and using tables to organise information clearly. • Adding images and clipart, and using tools such as <i>Speak</i>, <i>Count</i> and <i>Total</i> to count and calculate items. • Creating tables and block graphs to display and understand information more easily. | <ul style="list-style-type: none"> • Help your child collect simple data at home, such as favourite colours or pets, and turn the results into tables or block graphs. Discuss what the graphs show and encourage them to explain their findings using mathematical language. |
| <p>PE Stiking and fielding</p> | <ul style="list-style-type: none"> • Strike a ball with control using a bat, racket or hand. • Throw and catch accurately with increasing confidence. • Develop hand-eye coordination and timing. • Follow rules and take turns fairly. • Improve balance, agility and reaction speed through active play. | <ul style="list-style-type: none"> • Practice throwing, catching, striking and aiming using soft balls, bats or rackets in the garden, park or at home. Start with easy challenges and gradually increase difficulty to build confidence, coordination and reaction speed. |