

# Corsham Primary School




## Parent/Carer Curriculum Newsletter

Year: 2 Class Teachers: Miss White and Miss Parson

### Summer Term 2024

(15/4/24 – 24/7/24)

The following information will provide you with an overview of the objectives the children will be focusing on this term. We hope you will find it useful.

<p><b>Being a Mathematician</b></p> 	<p><b>Mass, capacity and temperature</b></p> <ul style="list-style-type: none"> <li>• Measure in grams and kilograms</li> <li>• Measure in litres and millilitres</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>• Quarter to and quarter past</li> <li>• Tell the time to 5 minutes</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• Make tally charts</li> <li>• Draw and interpret pictograms</li> </ul> <p><b>Position and Direction</b></p> <ul style="list-style-type: none"> <li>• Describe movement and turns</li> </ul> <p><b>4 operations</b></p> <ul style="list-style-type: none"> <li>• Solve problems using the 4 operations</li> </ul>
<p><b>Being an Author – Writer</b></p> 	<ul style="list-style-type: none"> <li>• Investigating and using a variety of punctuation</li> <li>• Developing stamina for writing</li> <li>• Writing for a range of purposes</li> <li>• Using a variety of grammar skills including nouns, adverbs, verbs and verb tenses</li> <li>• Ongoing learning including phonic skills, sentence structure including punctuation and spelling with a focus on suffixes – ment, less, ful, ly,ing and ed, and words ending in –tion</li> </ul>
<p><b>Being an Author – Reader</b></p> 	<p><b>Applying phonics</b></p> <ul style="list-style-type: none"> <li>• Read words of two or more syllables accurately</li> <li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> </ul> <p><b>Reading for pleasure</b></p> <ul style="list-style-type: none"> <li>• Decide how useful a non-fiction book is to find the information they need</li> <li>• Find and discuss the setting or time in books or stories</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Recite or perform a poem making the meaning clear</li> <li>• Talk about favourite words and phrases</li> <li>• Know that word choice affects meaning</li> <li>• Explain why a writer has chosen a word to affect meaning</li> </ul> <p><b>Reading fluently with accuracy and understanding</b></p> <ul style="list-style-type: none"> <li>• Know what the inference – ‘reading between the lines’ – means</li> <li>• Find inferences about characters’ feelings and thoughts - explain inferences about characters’ feelings and thoughts</li> <li>• Give reasons for characters’ actions or behaviour –,</li> <li>• Recognise key ideas in text</li> <li>• Explain a writer’s message</li> <li>• Make predictions about how characters might behave</li> </ul>

## Being a Scientist











### How do plants grow near me?

- Observing and describing how seeds and bulbs grow into mature plants
- Finding out and describing how plants need water, light and a suitable temperature to grow and stay healthy

### What is home?

- Ask simple questions and recognising that they can be answered in different ways
- Identify and classify using their observations and ideas to suggest answers to questions
- Explore and compare the differences between things that are living and dead, and things that have never been alive
- 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
- Notice that animals, including humans, have offspring which grow into adults

<p><b>Being an Engineer (Design Technology)</b></p> 	<p><b>How will we get around in the future?</b> <b>Design</b></p> <ul style="list-style-type: none"> <li>• Generate, develop, model and communicate ideas through talking and drawing templates</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to perform practical tasks (eg., cutting, shaping, joining and finishing)</li> <li>• Select from and use a wide range of materials and components, including construction materials</li> </ul>
<p><b>Being a Musician</b></p> 	<p><b>How will we get around in the future?</b></p> <ul style="list-style-type: none"> <li>• Use voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• Experiment with, creating, selecting and combining sounds using the interrelated dimensions of music</li> </ul>
<p><b>Being a Geographer</b></p> 	<p><b>How do plants grow near me?</b> <b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and five oceans</li> </ul> <p><b>Human and physical geography:</b></p> <ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul> <p><b>How will we get around in the future?</b> <b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Use basic geographical vocab to refer to key physical/human features</li> </ul> <p><b>Geographic skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the UK and its countries</li> <li>• Use simple compass directions (north, south, east and west) and locational and directional language (for example, near and far, left and right), to describe the location of features and routes on a map</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks, basic human and physical features</li> </ul>
<p><b>Being an Historian</b></p> 	<p><b>How will we get around in the future?</b> <b>History skills</b></p> <ul style="list-style-type: none"> <li>• Develop an awareness of the past, using common words and phrases related to the passing of time</li> <li>• Know where the people and events they study fit within a chronological framework</li> <li>• Asking and answering questions to show they understand key features/events</li> </ul> <p><b>History knowledge</b></p> <ul style="list-style-type: none"> <li>• Events beyond living memory that are significant nationally or globally</li> </ul>

<p><b>Being an Artist</b></p> 	<p><b>How do plants grow near me?</b>  <b>Art &amp; Design</b></p> <ul style="list-style-type: none"> <li>Using drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> </ul>
<p><b>Being an Athlete</b></p> 	<p><b>Athletics- Run, throw, jump</b></p> <ul style="list-style-type: none"> <li>Develop power, agility, coordination and balance over a variety of activities;</li> <li>Throw and handle a variety of objects including quoits, beanbags, balls and hoops</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>Track the path of a ball over a net and move towards it; begin to hit and return a ball using a variety of hand and racquet with some consistency</li> <li>Work on a variety of ways to score runs in the different hit, catch, run games</li> <li>Work in teams to field; and begin to play the role of wicketkeeper or backstop</li> </ul> <p><b>Real PE- Applying physical skills</b></p> <ul style="list-style-type: none"> <li>Focus on coordination with equipment and agility</li> </ul>
<p><b>Being a Philosopher (Religious Education)</b></p> 	<p><b>Discovery RE</b>  <b>Judaism-</b> How special is the relationship Jews have with God?  <b>Judaism-</b> What is the best way for a Jew to show commitment to God?</p> <ul style="list-style-type: none"> <li>I can tell a story about Abraham or Moses and say why one of these men is important to Jews today.</li> <li>I can talk about one of the ways Jews show commitment to God.</li> </ul>
<p><b>Being a Philosopher (PSHE)</b></p> 	<p><b>Jigsaw Relationships:</b></p> <ul style="list-style-type: none"> <li>I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not</li> <li>I can identify some of the things that cause conflict with my friends</li> <li>I recognise and appreciate people who can help me in my family, my school and my community</li> </ul> <p><b>Changing me:</b></p> <ul style="list-style-type: none"> <li>I can recognise cycles of life in nature</li> <li>I can recognise how I have changed since I was a baby</li> <li>I can identify what I am looking forward to when I move to my next class</li> </ul>

**Other Information:**

Home Learning will continue to be set every other Friday.

Children should also be practising their spellings and reading regularly at home as on-going tasks.

There will be two PE sessions a week, one inside and one outside. Please ensure your child has a complete labelled PE kit, including some tracksuit bottoms for outdoor games.

Children can bring daily tuck of plain biscuits or fruit. Please can your child bring in a full water bottle to school daily.

We are looking forward to the term ahead. If you have any questions then please do ask.

Many thanks,

*Miss White and Miss Parson*

The Year 2 Team at Pound Pill