

# Corsham Primary School

## Parent/Carer Curriculum Newsletter

Year: 2 Class Teachers: Mrs Ferris and Mrs Alexander

### Summer Term 2021 (19/4/21 – 23/7/21)

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> 	<ul style="list-style-type: none"> <li>• Calculating mentally using multiplication and division facts for the 2, 5 and 10 times tables.</li> <li>• Solving calculations and problems using the four operations.</li> <li>• Understanding information presented in bar charts and pictograms.</li> <li>• Measuring using grams and kilograms.</li> <li>• Measuring using millilitres and litres.</li> <li>• Solving problems involving measures.</li> <li>• Learning to tell the time</li> <li>• Finding halves, quarters and thirds of shapes and amounts.</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> 	<ul style="list-style-type: none"> <li>• Reading a variety of poems and creating our own poems.</li> <li>• Reading a variety of non-fictional text and becoming familiar with their layouts.</li> <li>• Asking and answering retrieval questions.</li> <li>• Asking and answering inference questions.</li> </ul>
<p><b>Being a Scientist</b></p> 	<p><b>How do plants grow near me?</b></p> <ul style="list-style-type: none"> <li>• Observe and describe how seeds and bulbs grow into mature plants.</li> <li>• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul> <p><b>How do we live a healthy life?</b></p> <p><b><i>Living things and their habitats</i></b></p> <ul style="list-style-type: none"> <li>• Describe how animals obtain their food from plants and other animals.</li> <li>• Using the idea of a simple food chain and identify and name different sources of food.</li> </ul> <p><b><i>Animals, including humans</i></b></p> <ul style="list-style-type: none"> <li>• Find out about &amp; describe the basic needs of animals, including humans, for survival (water, food and air).</li> <li>• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>

<p><b>Being an Engineer (Design Technology)</b></p> 	<p><b>How do we live a healthy life?</b> <b>Cookery</b></p> <ul style="list-style-type: none"> <li>• Use the basic principles of a healthy and varied diet to prepare dishes;</li> <li>• Understand where food comes from.</li> </ul> <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 their ideas through talking, 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 [for example, 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, create, select and combine 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 &amp; 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 &amp; 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 &amp; plan perspectives to recognise landmarks, basic human, physical features.</li> </ul>
<p><b>Being a 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>• Ask and answer 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>• Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> </ul>

	<p><b>How do we live a healthy life?</b>  <b>Art &amp; design</b></p> <ul style="list-style-type: none"> <li>• Develop a wide range of art and design techniques using colour, pattern, texture, line, shape form and space.</li> <li>• Learn about the work of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>
<p><b>Being an Athlete</b></p> 	<p>Travel with control using varying stride lengths. Co-ordination, control and safety of others. Athletics.</p>
<p><b>Being a Philosopher (Religious Education)</b></p> 	<p>Christianity and Judaism, how we care for others.</p>
<p><b>Being a Philosopher (PSHE)</b></p> 	<p>Caring for me and others, feelings, changes in our bodies and behaviour.</p>

**Other Information:**

Home Learning is set on a Friday to be completed for a fortnight later. Children can select any task to complete from the Home Learning Log Sheet and complete it over a double page spread in the book. Children who complete their home learning, receive a stamp on their home learning card, which earns them a reward when their home learning card is full.

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,  
*Mrs Alexander and Mrs Ferris*  
 The Year 2 Team.