

**In spoken language, your child will learn to:** **En SL 5** Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

**En SL 11** Consider and evaluate different viewpoints, attending to and building on the contributions of others.

**En SL 7** Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

**En SL 2** Ask relevant questions to extend their understanding and knowledge.

**En SL 9** Participate in discussions, presentations, performances, role play, improvisations and debates.

**En SL 6** Maintain attention and participate actively in collaborative conversations.

**In writing, your child will learn to:**

**En W C 2a** Plan or say out loud what they are going to write about.

**En W C 2b** Write down ideas and/or key words, including new vocabulary. Draw pictures and write down ideas, key words and new vocabulary in a simple planning format.

**En W C 3b** Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.

**En W C 3a** Evaluate their writing with the teacher and other children.

**En W C 2a** Draw pictures and note down ideas, key words and new vocabulary in a simple planning format.

**En W C 2c** Encapsulate what they want to say, sentence by sentence.

**En W C 1c** Use poetic techniques including humour and word play independently.

**En W C 1d** Write for different purposes.

**En W C 2a** Plan or say out loud what they are going to write about.

**En W C 3c** Proof-read to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly).

**En W C 4** Read aloud what they have written with appropriate intonation to make the meaning clear.

**In science, your children will learn to:**

**Sc EM 1** Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.

**Sc EM 2** Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

**In reading, your children will learn to:**

**En R C 2a** Draw on what they already know or on background information and vocabulary provided by the teacher.

**En R C 3** Contribute meaningfully in discussions about what is read to them, taking turns to speak/listen and consider the opinions of others.

**En R C 4** Recall some specific, simple information (e.g. names of characters, places).

**En R C 1f** Discuss and clarify the meanings of words, linking new meanings to known vocabulary.

**En R C 3** Participate in discussion about books, poems and other works that are read to them and those that they can read for

**In maths, your child will learn to:** Number within 1000 (1 week) • use place value and number facts to solve problems • identify, represent and estimate numbers to 1000 using different representations (Y3) • recognise the place value of each digit in a three-digit number (hundreds, tens, ones) (Y3) • compare and order numbers up to 1000 (Y3) • read and write numbers up to 1000 in numerals and in words (Y3) • count from 0 in multiples of 100; find 10 or 100 more or less than a given number (Y3) 13. Measures: capacity and volume (2 weeks) • choose and use appropriate standard units to estimate and measure capacity (litres/ml) and temperature (°C) to the nearest appropriate unit, using scales, thermometers and measuring vessels • compare and order volume and capacity and record the results using >, < and = • apply knowledge of numbers to 1000 to read scales to the nearest appropriate standard unit in the context of capacity (litres/ml) and temperature (°C) • using known facts to derive new facts (2ml + 2ml =4ml so 200ml + 200ml =400ml) 14. Measures: mass (1 week) • choose and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • compare and order mass and record the results using >, < and = • apply knowledge of numbers to 1000 to read scales to the nearest appropriate standard unit in the context of mass (kg/g) • using known facts to derive new facts (2g + 2g =4g so 200g + 200g =400g)



**Class Reading:**

**Spelling, Punctuation and Grammar (SPAG):** •

Spell by: ⇒ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ⇒ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones ⇒ learning to spell common exception words ⇒ distinguishing between homophones and near-homophones ⇒ learning the possessive apostrophe (singular): e.g. the girl's book ⇒ learning to spell more words with contracted form

Year 2  
Summer 1

**In RE your child will learn to:**

The journey of life.

**What are some of the key events in a person's life?** How can I live a full life?

What happens as I journey through life? How do different faiths celebrate the birth of a new baby? (Role Play a Christening?) How do different faiths recognise becoming an adult?

**Hinduism**

To consider the needs of babies and compare to dangers surrounding Krishna at his birth.

Consider the range of people who help to bring them up and know that sometimes the carer that brings them up is not their birth parent.

**Global Partnership:** Zimbabwe compare and contrast our lives with people living in Zimbabwe

**In PSHE your child will learn to:**

PSE

The 9 Habits –considerate

Consider how accept and learn to love ourselves so we then learn to love others

Look at our own behaviour and see how this can be a reflection of the value we place on ourselves.

The 9 Habits – Self Control

To consider ways in which we can develop our levels of self-control

To reflect on the relationship between self-control and inner peace and to discover practices to grow this relationship personally

**Learning Power:** Concentration  
The Story of Hetty the Hedgehog

**In art and design, your child will learn to: AD 3** Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

**AD 1** Develop ideas from a variety of starting points including the natural world, man-made objects, fantasy and stories.

**Safeguarding Curriculum:** Facts and opinions

Sorting statements about a topic, issue in to facts and opinions. Make difference explicit.

**Key Knowledge:** • Oceans cover 70% of the Earth's surface. • The main difference between a boat and a ship is that boats are designed for rivers and ships are designed for seas and oceans. • The RNLI is a charity that saves lives at sea. The lifeboat crews are mainly made up of volunteers. • Grace Darling was born in 1815 at Bamburgh, Northumberland. Her father was lighthouse keeper on the Farne Islands. • On September 7th 1838, Grace Darling and her father risked their lives, rowing a tiny boat across a dangerous, stormy sea to rescue survivors of a shipwreck marooned on a rock. True heroes! • Anne Bonny and Mary Read were famous women pirates. They had to disguise themselves as men to be allowed on board as pirates believed that having women on board brought bad luck! • Some famous pirates from the 'Golden Age of Piracy' include Blackbeard, 'Calico Jack' Rackham and Bartholomew Roberts. • In the 18th century, British navigator and explorer, James Cook, sailed and mapped much of the South Pacific Oceania in his ship, HMS Endeavour. • The upward force exerted by water on an immersed object is called 'up thrust' or 'buoyancy'. The downward force of gravity acts against this. • Sir Frances Drake was the first Englishman to sail around the world. It took him three years! • Sailing has been an Olympic Sport since 1896. Britain's Ben Ainsley is the most successful sailor in Olympic history! • Lighthouses are towers or buildings designed to guide ships away from dangerous coastlines or provide safe entry to harbours. They are often brightly painted so that they are recognisable landmarks for sailors.

**In design technology, your child will:**

**DT TK 2** Explore and use mechanisms (e.g. levers, sliders, wheels and axles), in their products.

**DT M 1** Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).

**DT TK 1** Build structures, exploring how they can be made stronger, stiffer and more stable.

**DT E 2** Evaluate their ideas and products against design criteria. Explain how closely finished products meet their design criteria and say what they could do better in the future.

**In computing, your child will learn to:**

**Co 3** Use logical reasoning to predict the behaviour of simple programs.

**Co 4** Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

**In music, your child will learn to:**

**Mu 1** Use own voice in different ways, including using a loud or soft voice, and sing simple repeated phrases.

**Mu 1** Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

• Composing—Use their body to make sounds: Loud/quiet, Fast/slow, Long/short, High/low. • Composing— Use their voice to do: humming, whispers, whistles. • Composing—Make patterns with sounds e.g. loud - quiet - loud - quiet long - short - long - short. • Composing—Make sounds that reflect a topic • Composing—Use short given patterns in their compositions. • Composing—Use given symbols to record long and short sounds. • Composing—Say what they like and do not like about other's performances. • Performing—Use: high voice, middle voice, low voice.

**In geography, your child will learn to:**

**Ge LK 2** Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.

**Ge SF 1** Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.

**Ge SF 3** Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Draw simple maps or plans using symbols for a key.

**Ge SF 4** Use 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.

**Ge SF 2** Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.

**In history, your child will learn to:**

**Hi 3** Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.



**Trip:** Cutty Sark and National Maritime Museum

**Visitor:** RNLI member

