

Year 2 - Spring Curriculum Letter

Welcome back to St. Mary's for the Summer Term! I hope you had a relaxing and enjoyable Easter break. This letter outlines the exciting topics your child will be exploring this term. I can't believe this is the last term!

General reminders

Please ensure your child reads daily, with this recorded in their home-school diary. Reading should be noted at least four times a week. Books will be changed every Friday, giving children time to decode, build fluency and develop expression. If you need to communicate important information, such as a change in pick-up arrangements, please clearly write this in the home-school diary or email the school office.

Your child should wear the correct uniform each day, with all belongings clearly labelled. Our PE days are **Wednesday** and **Friday**. On these days, please ensure your child comes to school dressed in their PE kit, including if they are attending an after-school or before-school club.

Every Friday your child will be bringing home spelling homework. This will be due in the following Friday. There will be the occasional handwriting and maths/times table practice too.

Curriculum

RE

Our topics for this term are '**To the Ends of the Earth**' and '**Dialogue and Encounter**'.

	To the Ends of the Earth.
Understand	<ul style="list-style-type: none">• Sequence the events from the Resurrection of Jesus to the coming of the Holy Spirit at Pentecost.• Know that St Luke wrote a gospel containing an account of the life of Jesus and the Acts of the Apostles about the early Church.• Retell the story of the Conversion of Saul (Acts 9:1-19).• Recognise that the description of the fruits of the Spirit is taken from one of St Paul's letters (Gal: 5:22).• Recognise that Christians believe the Holy Spirit opens their heart to God, helping them to pray and develop habits of good behaviour towards themselves and other people.• Name the fruits of the Holy Spirit and make simple links between the lives of some saints or holy people and how the fruits of the Holy Spirit were shown in their lives.
Discern	<p>By the end of this unit of study, pupils will be able to talk and think creatively and critically about what they have studied, for example, through:</p> <ul style="list-style-type: none">• Saying what they wonder about the story of the appearance of the resurrected Jesus to the apostles and imagining how the apostles were feeling at the Ascension (Acts 1:6-11) or saying what they wonder about the story of Saul.• Saying what they wonder about the fruits of the Holy Spirit.• Sharing their personal response to different symbols of the Holy Spirit (wind, fire, dove) in art and say why they respond in that way, making links with

	<p>images studied in previous branches (e.g., Taizé representations of the Holy Spirit, Marlene Scholz's 'Blessed Trinity').</p> <ul style="list-style-type: none"> • Listening to and asking questions about the stories and the example of a saint whose life shows examples of building peace in the world.
	<p>During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <ul style="list-style-type: none"> • Hearing the words of Come Holy Spirit and thinking about what it means to open your heart to God. • Considering why many people pray and share stories of prayer from different religious communities as appropriate. • Considering how the fruits of the Holy Spirit could transform their own lives and through them, help the lives of others in their family and wider community.

	Dialogue and Encounter
Understand	<ul style="list-style-type: none"> • Say what the story of the Good Samaritan teaches about how Christians should live. (RVE) • Describe an initiative Christians work on together locally and globally in the service of others. • Make simple links and connections between some Jewish religious laws, beliefs, worship, and life (e.g., Keeping the Sabbath day holy and how this is celebrated in the synagogue and in Jewish homes). • Talk about respecting the beliefs of people from different communities in their local area.
Discern	<p>By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p> <ul style="list-style-type: none"> • Considering an answer, with relevant reasons, to the question 'Who is my neighbour?' • Exploring some examples of Hebrew calligraphy, for example, through the work of a sofer (scribe), and asking 'I wonder' questions about what they have seen. • Listening to the stories and experiences of others from different communities in the class and the wider community.
Respond	<p>During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <ul style="list-style-type: none"> • Reflecting on the question 'Who is my neighbour?' in their life and wondering about how they can act as a good Samaritan in their local community. • Reflecting on how communities could be transformed if people acted as good neighbours.

Maths

Our areas for study for this term are 'Time', 'Statistics' and 'Position and Direction'. Children will develop their fluency, reasoning and problem-solving skills in these areas.

Small steps:

Time	Statistics	Position and Direction
<ul style="list-style-type: none">• O'clock and half past• Quarter past and quarter to• Tell time past the hour• Tell time to the hour• Tell the time to 5 minutes• Minutes in an hour• Hours in a day	<ul style="list-style-type: none">• Make tally charts.• Tables.• Block diagrams.• Draw pictograms.• Interpret pictograms.• Draw pictograms (2,5 and 10).• Interpret pictograms (2,5 and 10).	<ul style="list-style-type: none">• Language of position• Describe movement• Describe turns• Describe movement and turns• Shape patterns with turns

Here are some ways you can support your child's mathematics at home:

- Practice times tables.
- Frequently ask your child what the time is.

Books I recommend:

- Target your maths
- Maths no problem

English

Children will continue to enhance their reading and writing skills through the study of our class texts, deepening their understanding and mastery of spelling, grammar, and punctuation.

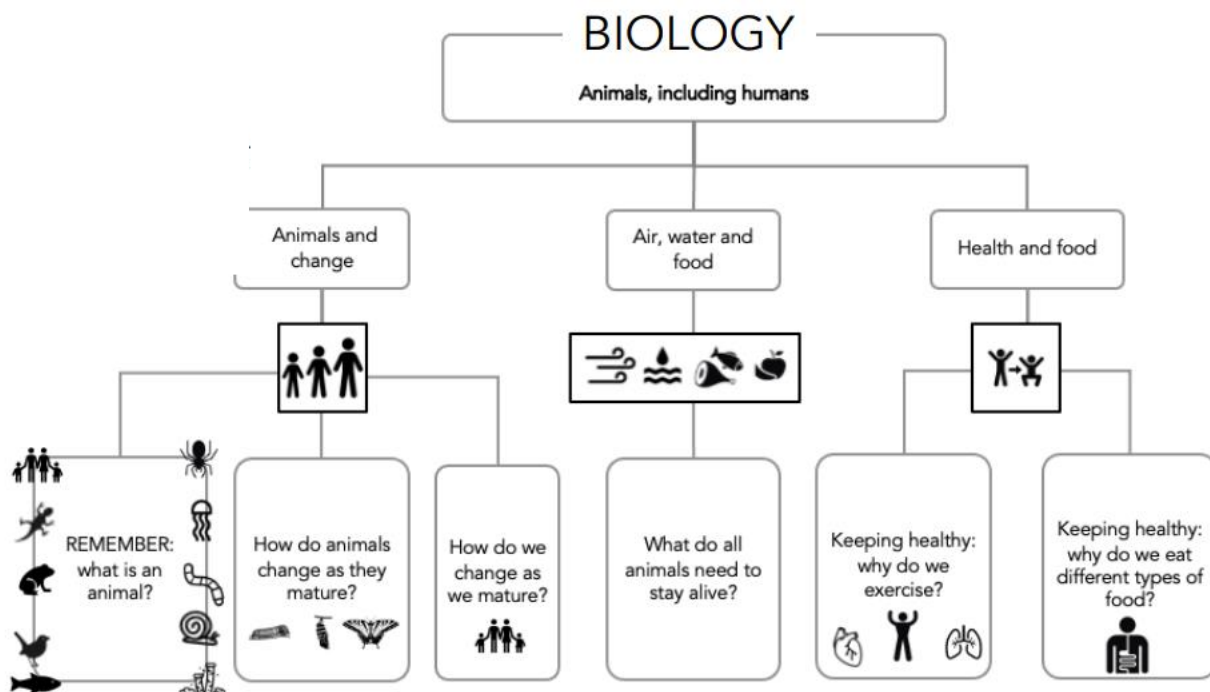
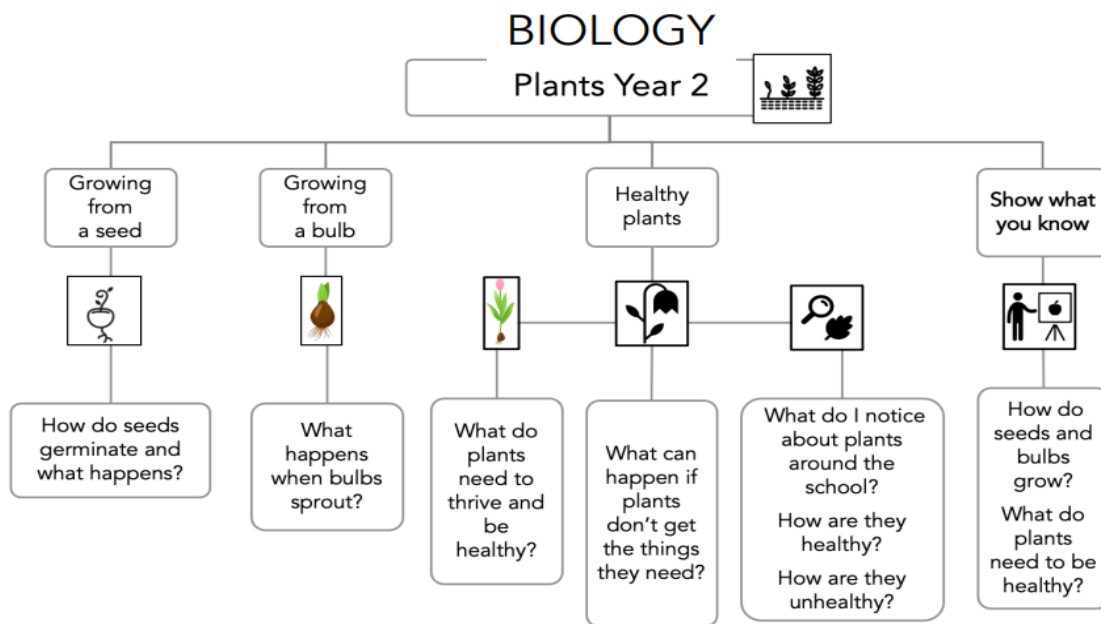
The books we will be reading this term are: '**Great women who changed the world**', '**Aesop's Fables - The Sun and The Wind**', '**Fantastic Mr Fox**'.

In Writing, we will be learning about, '**Non-Chronological Reports**', '**Simply retelling of a narrative**', '**Recount from personal experience**', '**Poetry (developing vocabulary)**', '**Character descriptions**' and '**Poetry on a theme (humorous/poems about change)**'.

Reading	Writing
<p>Read accurately by blending sounds in unfamiliar words.</p> <p>Read common exception words.</p> <p>Read words containing known sounds and suffixes.</p> <p>Read words with contractions (I'm, don't, can't) and understanding what these words are without the contractions.</p> <p>Listen and discuss a wide range of poems, stories and non-fiction.</p> <p>Become familiar with stories, retelling them and considering their particular characteristics.</p> <p>Recognise and join in with predictable phrases.</p> <p>Discuss word meanings, linking new meanings to those already known.</p> <p>Make inferences on the basis of what is being said and done.</p> <p>Predicting what happens on the basis of what has been read so far.</p> <p>Participate in discussion about what is read to me, taking turns and listening.</p> <p>Read poetry and understanding what the poem is trying to convey.</p> <p>Ask questions to improve understanding of the text/story. This will help with their comprehension.</p> <p>Practice past papers ready for SATS!</p>	<p>Spell common exception words</p> <p>Sit correctly at the table and hold a pencil comfortably and correctly.</p> <p>Write sentences correctly remembering full stops and capital letters.</p> <p>Sequence sentences to form short narratives.</p> <p>Re-reading what I have written to check that it makes sense.</p> <p>Begin to use different punctuation within writing, such as commas, speech marks, question marks and explanation marks.</p> <p>Discuss what I have written with others.</p> <p>Leave finger spaces between words.</p> <p>Use a capital letter for the names of people, places, the days of the week, and the person pronoun 'I'.</p> <p>Using conjunctions to join clauses, such as, and, or, but, because, when, if, that, since, while.</p> <p>Understand adjectives, verbs, nouns, adverbs.</p>

Science

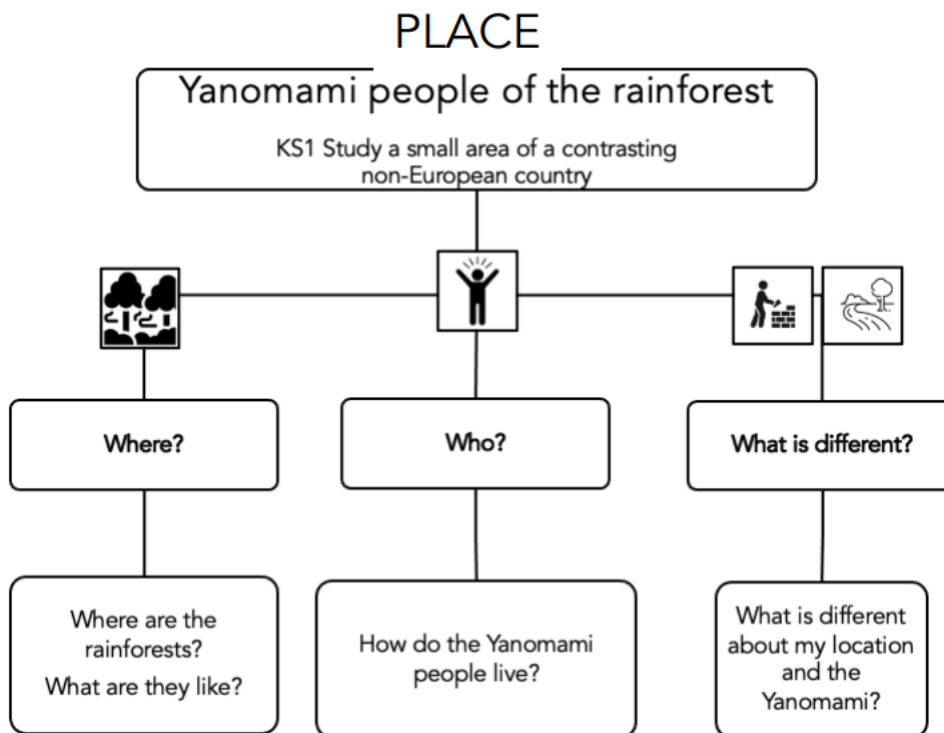
Our topics for this term are 'Plants' and 'Revisit: Plants and Animals, including humans.'



Children will continue to develop their 'Working Scientifically' skills by planning, designing, undertaking and evaluating their own investigations.

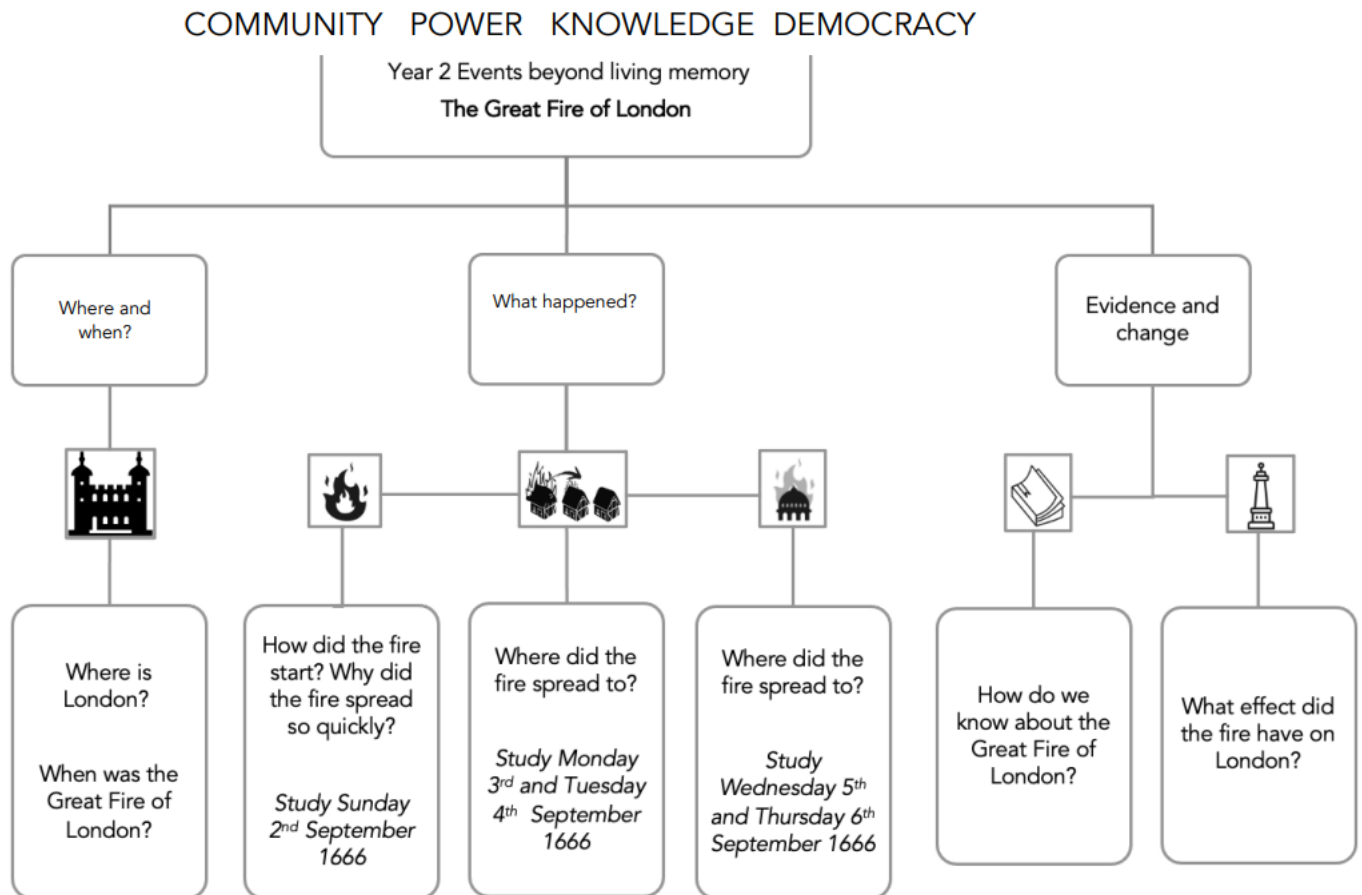
Geography

Our topics for this term are 'Yanomami - Study Human and Physical Geography of a Small Area of United Kingdom, and of a Contrasting Non-European Country'.



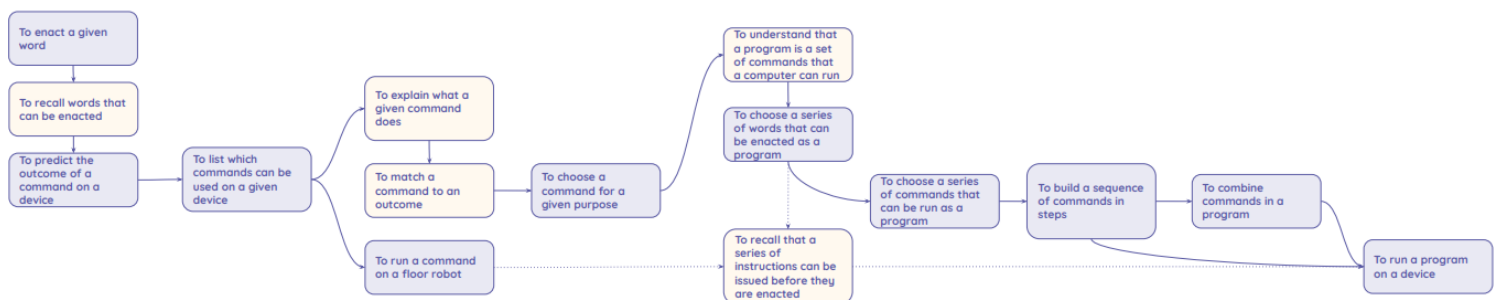
History

Our topic for the term is 'Revisit events beyond living memory - The Great Fire of London'.



Computing

Our topic for Computing this term is 'Programming A - Robot algorithms'.



Art & DT

Our topic for Art this term is '**Printmaking**'. Our topic for DT this term is '**Mechanisms**'.

Printmaking	
At the end of this block, pupils will ...	
Know:	Be able to:
Prints can be made from natural objects	Create repeated patterns
How to make a collagraph printing block	Combine printing techniques

Mechanisms	
At the end of this block, pupils will ...	
Know:	Be able to:
How wheels and axles work together	Create a simple wheel mechanism
The size and position of wheels affects how they move	Use wheel mechanisms to propel a simple vehicle

PE

Our focus for this term is: '**Games**', '**Athletics**' and '**Dance**'. PE will be taught by Mrs Dyer on Wednesday and Miss Maskery and Mr Hurd on a Friday.

Music

Music will be taught by Mrs Dyer on Thursday mornings. The topic will be: 'Composing and performing soundscapes. Rhythm, structure and scores.'

I look forward to working closely with you over this last term. I cannot believe how quickly the time is going! Should there be any questions or problems, do not hesitate to make an appointment to see me.

With very best wishes,

Miss Maskery.