

## Curriculum Newsletter Summer Term 2025 – Year 2

### Topic

Term	Topic
Summer first half term	Caribbean and England
Summer second half term	Living things and their habitats and animals including humans

### RELIGIOUS EDUCATION

#### Year 2 – Summer Term

**Spread the Word** – Pentecost – A time to spread the Good News

**Rules** – Reasons for rules in the Christian family

**Treasures** – God’s treasure – The World

**Other Faiths** - Sikhism

### English

<b>Reading</b>	We will be reading a range of fiction and non-fiction books using Little Wandles books. <ul style="list-style-type: none"><li>▪ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li><li>▪ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li></ul>
<b>Writing</b>	We will be learning how to write descriptively through letters, diaries, recounts, setting descriptions and poetry.
<b>Phonics/Spelling (Little Wandles)</b>	We are recapping the phonics from phase 5 including revision of trickier sounds Adding –ing, -ed, -er, -est and -y to words of one syllable Using the possessive apostrophe (singular nouns) Adding suffixes –ful, -less and –ly, -ment and -ness Contractions – can’t, didn’t hasn’t, couldn’t, I’ll, they’re Words ending in –tion Children will also complete dictation of these spellings To be able to read and spell all Year 2 Common Exception Words
<b>Grammar</b>	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i> ]
<b>Punctuation</b>	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl’s name</i> ]

## Mathematics

<p>Number – Number and Place Value</p>	<ul style="list-style-type: none"> <li>▪ count in steps of 2, 5, and 10 from 0, and in tens from any number, forward and backward</li> <li>▪ recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>▪ identify, represent and estimate numbers using different representations, including the number line</li> <li>▪ compare and order numbers from 0 up to 100; use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs</li> <li>▪ read and write numbers to at least 100 in numerals and in words</li> <li>▪ use place value and number facts to solve problems.</li> </ul>
<p>Number – Addition and subtraction</p>	<p>solve problems with addition and subtraction:</p> <ul style="list-style-type: none"> <li>▪ using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>▪ applying their increasing knowledge of mental and written methods</li> <li>▪ add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> <li>▪ a two-digit number and tens</li> <li>▪ two two-digit numbers</li> <li>▪ adding three one-digit numbers</li> </ul> </li> </ul> <p>show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p>
<p>Number – Multiplication and division</p>	<ul style="list-style-type: none"> <li>▪ recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>▪ count in twos, fives and tens from 0 and use counting strategies to solve problems (e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives).</li> <li>▪ add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g. <math>23 + 5</math>; <math>46 + 20</math>), they can demonstrate their method using concrete apparatus or pictorial representations.</li> <li>▪ identify <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math> and know that all parts must be equal parts of the whole.</li> </ul>
<p>Measurement</p>	<ul style="list-style-type: none"> <li>▪ choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}\text{C}</math>); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> <li>▪ compare and order lengths, mass, volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math></li> <li>▪ recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>▪ find different combinations of coins that equal the same amounts of money</li> <li>▪ solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> <li>▪ compare and sequence intervals of time</li> <li>▪ tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</li> <li>▪ know the number of minutes in an hour and the number of hours in a day.</li> </ul>
<p>Geometry – Properties of shape</p>	<ul style="list-style-type: none"> <li>▪ identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>▪ identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> </ul>

	<ul style="list-style-type: none"> <li>▪ identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]</li> </ul>
Geometry – Position and direction	<ul style="list-style-type: none"> <li>▪ order and arrange combinations of mathematical objects in patterns and sequences</li> <li>▪ use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</li> </ul>

### Topic Summer 1

**A Contrasting Locality** - children learn about the geographical features (human & physical) of a Caribbean island and make comparisons with where they live.

#### **Comparing the Caribbean to the U.K.**

**Continents and Oceans** - name and locate the world's seven continents and five oceans, identify seasonal patterns and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

#### **Art - Caribbean Artists – Jacob Lawrence**

In this topic children will learn how to sketch and draw from observation in life and from photographs. They will explore the use of colour, pattern and texture in their study of Caribbean wildlife.

**Traditional food from another culture** – children will taste different Caribbean fruits and cook a simple Caribbean dish.

### Topic Summer 2

#### **Science –**

##### **Animals including humans**

Understand that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

##### **Living things (plants and animals) and their habitats**

Explore and compare the differences between things that are living, dead, and things that have never been alive.

**Creating a healthy Lunch Box** - which section(s) of the Eatwell Guide the ingredients in their lunchbox belong to. Which produce is in season? How to spread /cut a sandwich / prepare a snack. What improvements they would make to their design.

## RHE – Life to the Full

Module 1, Unit 1	Story Sessions: Let the Children Come
Module 1, Unit 2	Session 1: I am Unique
	Session 2: Girls and Boys
	Session 3 & 4: Clean & Healthy
Module 2, Unit 3	Session 5: Can You Help Me?
Module 1, Unit 3	Session 1: Feelings, Likes and Dislikes
	Session 2: Feeling Inside Out
	Session 3: Super Susie Gets Angry
Module 1, Unit 4	Session 1: The Cycle of Life
Module 3, Unit 1	Session 1: Three in One
	Session 2: Who Is My Neighbour?
Module 3, Unit 2	Session 1: The Communities We Live In

### Dates

*Please refer to the monthly newsletter for all relevant dates*

### PE

- Wednesday: Outdoor PE
- Friday: Indoor PE

### **Communication with parents**

It is very important to us as a school that we work in partnership with parents. Therefore, we welcome any feedback you can give us about your child and their experience in school. If you have any concerns or worries, please contact the school office.