



Summer 2
Half Term Information for Parents
Year 2

Happy children aiming high

Dear Parents and Carers,

This information sheet tells you about what your child will be learning over the course of this half term, and will make clear how this learning links to our curriculum theme of 'equality'. We hope that you find it useful. If you have any questions or queries please feel free to email.

Themes: Summer 2 - Equality. What is equal?

English (Writing and Reading):

Children will continue to develop their skills in English through a combination of Read Write Inc inspired sessions through whole class teaching, focusing on phonics and especially alternative sounds for phase 3. The children will then also consolidate any gaps from set 2 and 3 in order to feel much more confident in those areas and feel able to apply their phonics knowledge to their writing. The children will also undertake 60 second reading activities to build up their pace, fluency and confidence answering questions about what they have read.

The children will experience a wide range of writing opportunities across the curriculum such as:

- ★ (1) Writing linked to *music*. Children will write about 'Ella Fitzgerald' jazz singer 1917-1996 as a focus person. Based on the use of the text 'Ella Fitzgerald' by Ma Isabel Sanchez Vegara - Little people BIG DREAMS. A text all about her life and inspirational story for the children to base their fact file/writing/information on. (Cross Curricular link to Music - Ella Fitzgerald journey through the decades of female gender representation in music and 60s 70s).
- ★ (2) Happy in Our Skin (continue on from Summer 1). Children will have the opportunity to create their own self portrait using individual amounts of skin tone play dough practically. We are all unique and different and will have different coloured skin tones, paler/darker. Afterwards, the children will discuss alongside the text 'Happy in Our Skin' the value of diversity. 'Sometimes skin has freckles, birthmarks or dimples' that we are different and unique but equally special. The children will then have a photo taken of their self-portrait play dough and in their books write adjectives to describe themselves around the outside. Celebrating their differences from their partner.
- ★ (3) Cross curricular writing - *History* suffragettes and equal rights for both men and women. The children will write and explore gender equality across the curriculum. Comparisons in history to modern day life.
- ★ (4) *DT/ Science* cross curricular writing - labelling and sentences healthy living about plants we can eat. The children will also plan and write up a 3 course menu for New Hartley Come Dine with Me edition.
- ★ (5) *Science* writing. It is good for our society that food banks are growing - debate in class. Children to then think of ideas for/against and discuss further. Writing sentences to share their thoughts and ideas on the topic of food banks and the community.
- ★ (6) The children will create a leaflet all about *RE* lifestyles to inform other people about the new religion and information they have learnt about.

These writing opportunities will allow the children to continue to be imaginative and creative with their writing with a wide range of other writing opportunities occurring along the way in a variety of subjects. Also, the children will look at a range of genres. The children will also incorporate a wide range of cross curricular writing in their learning from science to DT.

Children will think about their sentence before writing it and use speed sound charts and year 2 CEW grids to aid their learning. Children will also have access to speed sound charts and alternative sound charts on their tables and on the English display wall for reference.

The children will continue to undertake daily handwriting sessions following the Nelson handwriting scheme and joining their letters in year 2 when they first come in as a morning activity.

Spelling: Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Children will learn further spelling rules. The children will focus on the following spelling rules during a range of activities this half term.

(1) Homophones and near homophones there, their, they're, here, hear, see, sea, to, too and two. (2) Homophones and near homophones be, bee, quite, quiet, bare, bear, one, won, son and sun. (3) Homophones and near homophones conjunctions night, knight, blue, blew, hole, whole, because, so, that and or. (4) Months of the year/time January, February, March, April, May, June, July, August, September and October. (5) Months of the year/time November, December, after, past, hour, half, minute, quarter, month and second. (6) Question words who, why, what, how, which, where, when, adjective, adverb and verb.

Children will continue to have many opportunities to practise their spellings through fun and engaging activities such as word searches, crack the codes, look say cover write and check etc. Children will use a wide range of strategies alongside their phonic knowledge to develop their vocabulary (words of the week, power opener etc using working walls and displays in the classroom).

Maths:

Through daily Hi5 starters the children will recap and consolidate previous learning and any gaps in their learning to build confidence around.

Continue to learn Geometry: Position and Direction (Continuation of Summer 1 learning). The children will recap and consolidate describing movement, describing turns, describing movement and turns and making patterns with shape.

Children will learn to 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). They will also order and arrange combinations of mathematical objects in patterns and sequences. The children will then move onto Money. They will learn about Recognising coins, count money – pence, count money (pounds/pence), count money (notes/coins), select money, make the same amount, compare money, find the total, find the difference, find change and two-step problems. Children may have missed learning on money in year 1. Before starting this block the children will feel confident and familiar with recognising the different coins and notes. The children will be taught to recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value, find different combinations of coins that equal the same amounts of money, solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. The children will become fluent in counting and recognising coins. They will learn to read and say amounts of money confidently and use the symbols £ and p accurately, recording pounds and pence separately.

After money, the children will move onto time. They will learn to tell the time to the hour, tell the time to the half hour, O'clock and half past, Quarter past and quarter to, tell the time to 5 minutes, write time, Hours and days, Find durations of time and compare durations of time. Children may have missed the time block in Year 1 making this their first formal experience of telling the time. The Children will revisit the basics specifically focusing on telling the time to the hour and half hour before looking at the two combined. The children will then learn to compare and sequence intervals of time, 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 and know the number of minutes in an hour and the number of hours in a day.

Finally, the children will move onto measurement: Mass, Capacity and Temperature. They will be introduced to weight and mass, Measure mass, Compare mass, Measure mass in grams, Measure mass in kilograms, Introduce capacity and volume, Measure capacity, Compare volume, Millilitres, Litres and temperature. The Children will revisit the idea of mass and capacity initially focusing on non-standard units such as cubes and jugs respectively. They will then look more formally at measuring using standard units. Practical activities will be utilised and encouraged to support understanding.

Science:

In Science the children will continue to explore healthy living – caring for themselves, diet and hygiene. The children will make a link to inequality of poor/rich – use of food banks, fresh v frozen etc. Food banks – the role in the community and understanding food banks. It is good for our society that food banks are growing – debate in class. Children to think of ideas for/against and discuss further. The children will collect items to provide to a local food bank. The children will recap the different food groups from summer 1 and incorporate into DT planning a healthy 3 course meal Come Dine with Me New Hartley edition. The children will also consolidate and explore further different people needing different things, elderly, pregnant lady, young children. Linking to a healthy lifestyle and diet the children will incorporate sleep into their discussions and complete a 'My sleep diary'. Highlighting the Importance of sleep in a routine and healthy lifestyle.

Throughout Science the children will be reading stories linked to healthy lifestyles – Share a story – healthy eating eBook.

The children will complete activities related to exercise: Feel your heart pumping before and after running in the

playground and discover that exercise makes your heart pump harder and faster! Carousel around different physical activities, observe the effects and answer questions in pairs. Explore the idea of warming up muscles through a simple investigation Warm up and then carousel around different physical activities, counting rate of heartbeat. Observe and record the effects of exercise (warm skin, thirsty, heart rate increased, breathing heavily). Consider questions such as: why is exercise important for keeping healthy? What kinds of exercise do you enjoy doing? What exercise can you do outside school? Also, the Children will be going to complete activities related to knowing that animals including humans have young animals that look like them, know that the babies will grow into adults and know what animals need to survive. . The children will enjoy a healthy picnic on the field (weather dependent!) children will choose different items for their picnic looking at packaging and sugar and fat contents etc. Nutritional labelling/balanced meal and food types. Make healthy snacks before you set off and share all that they have learned about what makes a well-balanced healthy meal/snack/picnic. Understand the role of hygiene in food preparation.

Cross curricular links to DT:

Design: design purposeful, functional, appealing products for themselves and other users based on design criteria.

Make: select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Evaluate: evaluate their ideas and products against design criteria.

Investigations/exploring: Here are a range of investigations the children will undertake during Science this half term to engage them further. (1) How to grow a rainbow. (2) Soap bubble prints. (3) Dancing raisins (4) Lava flow volcanoes.

ICT: The children will continue to learn how to use scratch junior and Jit 5 Turtle for programming. The children will understand what algorithms are and that programmes can follow precise instructions. They will then create and debug simple programs and predict what might happen next. Adding sounds and commands each time. The children will learn how to repeat algorithms and commands snapping blocks together to combine commands. Afterwards, the children will use commands in different ways and use these to alter the programme and instructions – change backdrops, add sprites and use the green flag to start. They will combine a range of blocks to achieve a purpose and write an algorithm for a shape, turning the turtle and drawing squares and rectangles.

E-Safety: Staying safe online: children will be able to talk about how to keep safe on the internet and what information is to keep private and why this is important. E-safety will interlink throughout summer 2 half term to maintain awareness of online safety with the children.

History:

In History, the children will focus on 'Within living memory'. The children will explore schools the 20th century, sixties and seventies and compare to now. PE lessons being different, different entrances, girls did home and food lessons, boys did wood work they couldn't do the other subjects and changes in school since 60s/70s. The children will explore different areas of history. (1) School – blackboard, chalk, nit nurse, inkwell, pen and nib. (2) football – England football team won the world cup in 1966, only time England has won it. The final was played at Wembley in London. (3) Food – It was very rare for people to go to a restaurant in the 1960s. 'meat and two veg' was a common term to describe a roast meal.

Prawn cocktail started to be served as a starter. (4) Fashion – changed greatly in the 1960s after the war people didn't have any money to spend on clothes but that changed in the 1960s with colourful hippie style, clothes being very popular.

(5) Cars – the mini car was very fashionable in the 1960s. The best selling cars were ford Anglia, Vauxhall viva, Morris minor and ford corsair. (6) Games – skipping, marbles, snakes and ladders and ludo – knowledge mat).

Books to explore: Dogger by Shirley Hughes and Grandpa.

Famous people – suffragettes exploring gender equality. Children will think about rights women had back then and rights women have now and discuss if this was fair. Children will write about equality in men and women now do we think we are equal? Should we be equal? What examples suggest we are equal? Explore voting, just boys, just girls, both explore discussions around this, is it fair linked to:

Democracy free speech, equal rights. Famous suffragettes: Emmeline Pankhurst children to sort statements into what would have been said in the past and what would be said present day. Nelson Mandela fought for the rights of black people in South Africa. He became very famous in the end for his determination to protest non-violently. Link to key vocab – 'courageous – if you are a courageous person, you face danger or stand up against the odds without flinching'. (2)

Emily Pankhurst brief look at developing on from year 1 learning. Was born in Manchester and spent her life fighting for women's rights and equality. She is credited with helping women to have the right to vote. Children to vote on an aspect of the classroom e.g. golden time. The children will have their own Voting box within the classroom with cards to put the cross

next to.

Art:

During art the children will learn about print using overlapping shapes – handprints etc. The children will take inspiration from the greats – William Morris with clear links to 60's and 70's wallpaper.

- ★ The children will create their own piece of artwork using overlapping shapes and handprints to create the design.
- ★ The children will create their own print wall paper design, inspired by William Morris. The children will have a go at completing some William Morris inspired prints and then also have a go at printing with a range of objects to create a pattern/design.
- ★ The children will create their own colour palette and have a go at mixing different colours.
- ★ Printing focus the children will create their own blossom tree print using objects.
- ★ Foam board printing.

PE:

Through NUFC PE Dance lessons the children will develop skills in resilience, teamwork, communication, respect and many other aspects. Linking to school mini mantras mistakes are proof we are trying and everything is difficult before it is easy. The children will also continue to develop further dance skills. The children will be taught to perform dances using simple movement patterns and develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. The children will explore, remember and repeat dance actions. The children will compose and perform dance and short phrases and describe how different dance moves make them feel. They will also watch and describe dance phrases and dances and use what they learn to improve.

PSHE: Many of these themes will be covered through incidental opportunities and in class school assemblies. During this topic children will learn about health and wellbeing, relationships and living in the wider world. The children's main focus during summer 2 will be living in the wider world (core theme 3). The children will continue to take part in many mindfulness activities to encourage happiness and positivity in our classroom. The children will have frequent wiggle breaks and go noodle brain breaks. They will take part in a wide range of breathing exercises and yoga inspired sessions.

RE:

During RE the children will learn about aspects of islam lifestyles and how they are affected by religious belief and practice. The children will know about events that make Muslim lifestyle distinctive; know that the Qur'an in particular helps to shape Muslim lifestyle; and know that for Muslims the family and the global community of believers are of great importance. The children will discuss what is meant by the term "lifestyle" and how aspects of their lifestyle compare and contrast. Play a recording of the azan/adhan, or call to prayer where the children will have a listen carefully. The children will learn that Muslims have a day of rest every week because of the creation story in the Qur'an and discuss what is meant by resting on the day of rest. The children will discuss what happens during the Muslim naming ceremony and examine the different artefacts Muslims have in their home because they are religious and compare. Looking at artefacts with significant objects the children have at home.

The children will examine a prayer mat and explain its use and significance and the children will design a prayer mat. Use pictures, posters or videos to introduce children to the appearance and layout of mosques. Examine the variety of headwear worn by Muslims in mosques. They will discuss the importance of modest appearance and what this means in terms of the clothes Muslims wear. The children will be introduced to the wuzu/wudu, or ritual wash that precedes the prayer ritual. Also, the children will Discuss halal and haram food and make posters of halal and haram food.

Notes/How can you help?

- Reading at home: In your child's reading packet will be a yellow phonics sound booklet, read through this as often as you can please. It is important to keep the sounds fresh in your child's head as much as possible. Especially split digraphs and alternative ways of spelling sounds.
- Reading everyday would very much be encouraged, if this is not possible then reading at least 3 times a week even if it is just a couple of pages. Make sure to jot down in your child's reading record that you have read – does not need to be a long comment!

Thank you for your support.