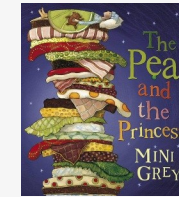
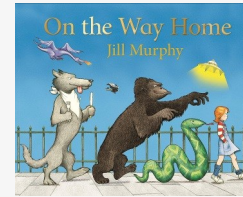


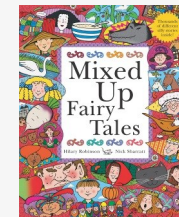
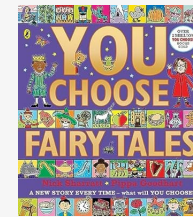


Happily Ever After...?

OUR CORE TEXTS



OTHER TEXTS WE WILL USE



KEY WRITING OBJECTIVES

Using our Holbrook Writing Routine, we will continue to explore a range of genres and writing for different purposes.

Poetry - This term, we will look at and create a concrete (shape) poem. We will use 'Where does the Bounce Come From?' by Michael Rosen to inspire us. We will also explore historical nursery rhymes like 'Sing a Song of Sixpence' and 'Muffin Man', find out what they really mean and learn how to perform them.

Non-fiction—we will be using our own school experiences to write a recount, thinking about which features we should include.

Fiction—we will use *On the Way Home* to explore the elements of a patterned story, before planning and writing one of our own.

Fiction—using *The Pea and the Princess*, we will discuss what makes this a traditional tale and use this to inform our own traditional/ fairy tale story writing.

Within all our writing tasks, Year 2 will consolidate previously taught skills such as ambitious word choice and appropriate punctuation.

KEY READING OBJECTIVES

In Year 2, the children will continue to be read with 1 to 1 at least once per week and reading books will be changed weekly. For children who have begun to access our chapter books (Rocket Readers), they may keep these books for as long as they need but will still be read with weekly.

Year 2 children will continue to have weekly whole class reading sessions where we will explore high quality text types together and practise how to use our comprehension skills to answer a wider range of questions.

All Year 2 children will also be accessing the 'Bridge to Spelling' which is a continuation of the Little Wandle phonics scheme that focuses more on learning spelling patterns and how to apply these rules to unfamiliar words.

SPELLINGS

Year 2 will continue to have weekly spellings coming home and added onto Spelling Shed for you to practise at home.

We might include some words that children have found tricky to read or access during reading sessions in reading diaries when appropriate.

Year 2 children will also continue to practise the Year 2 common exception words to spell independently in their own writing. These are:

door, floor, because, find, poor, kind, mind, behind, child, children, wild, climb, most, only, bath, old, cold, gold, hold, told, every, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas, everybody, even.

MATHS

Year 2 will start the term by focusing on time. This will include learning how to read an analogue clock and tell the time to the half hour, quarter past and quarter to the hour. We will learn how many minutes are in an hour, and use our knowledge of counting in 5s to tell the time to five minutes.

Later on we will learn to measure and record length and height, recapping how to measure in centimetres before moving on to measuring in metres. We will also compare and order different lengths and heights.

Near the end of the summer term, we will be given the chance to investigate mass, volume and temperature. This will include using appropriate equipment and using appropriate units of measure such as grams, kilograms, millilitres, litres and degrees Celsius.

Our final block will be position and direction, where we will build upon our learning from Year 1 and describe the position of objects using left and right.

We will use our understanding of this language to complete multi-step and more sophisticated problems.

HISTORY

In this History unit, we will look at our local area and learn about Bess of Hardwick, who she was and why she was important. We will learn about her connection to Queen Elizabeth I and compare Queen Elizabeth I's reign and legacy with Queen Elizabeth II.

Red letter learning:

- * I can explain who Bess of Hardwick, Queen Elizabeth I and Queen Elizabeth II were.
- * I can talk about why Bess of Hardwick was important in Derbyshire.
- * I can compare the reigns of Queen Elizabeth I and Queen Elizabeth II.

RE

We will begin the term by thinking about belonging, and learn how religious people show they belong to their faith community. We will learn about ways babies are welcomed in religions and the promises made at weddings. Later on, we will explore the Gospel and consider the question 'What is the good news Jesus brings?'

Red Letter Learning:

- * I can recognise a Christian symbol of belonging and say why it's important.
- * I can recognise a symbol of belonging for Jews or Muslims and say why it's important.
- * I can explain what happens at a welcoming ceremony, like a baptism or wedding.
- * Christians believe Jesus brings good news for all people.
- * For Christians, this good news includes being loved by God, and being forgiven for bad things.
- * Christians believe Jesus is a friend to the poor and friendless.

PSHE

In PSHE, we will think about how to make healthy choices. We will find out how exercise, rest and a balanced diet are important to help us grow healthily and happily.

Red Letter Learning

- * I know how to stay safe in the sun
- * I can talk about the effect of screen time on sleep

ART

In this Art topic, we will explore printing and develop our skills to create our own stamps. We will use our stamps to create our own printed artwork inspired by Henri Matisse.

Red Letter Learning:

- * I can give an opinion on Henri Matisse's work
- * I can explain what printing is
- * I can explain how I have made my own stamp

MUSIC

This term Year 2 will explore two topics: 'Exploring Improvisation' and 'Our Big Concert'. We will learn how to perform new songs and strengthen our ability to improvise using a range of notes and while keeping a steady beat.

Red Letter Learning:

- * I can clap the rhythm of my name, pet or favourite colour.
- * I can recognise the difference between two varying styles of music.
- * I can describe the tempo as fast or slow and dynamics as loud and soft.
- * I understand and can demonstrate that rhythm is a pattern of long and short sounds which are performed over the pulse of the music.
- * I can talk about different styles of music and where they might come from in the world.
- * I can recognise signs and symbols that equate to the note value of one and two beats

PE

This half term we will be developing our football skills by learning how to dribble, pass and receive the ball. Towards the end of the summer term, we will learn how to work as a team and take part in orienteering games

Red Letter learning:

- * I can dribble with control, using both feet and changing direction.
- * I can pass accurately to peers using the correct part of the foot
- * I can shoot at goal with accuracy using the side of the foot.
- * I can apply basic tackling techniques without compromising safety.
- * I can demonstrate basic skills in using a compass to find directions.
- * I can read and understand a simple orienteering map recognising symbols.
- * I can follow a defined route on a map from start to finish.

DT

In this DT block we will learn what a wheel is, explore everyday wheeled objects and label key features. We will then design, make and evaluate our own wheeled product. We will learn all about axles and use a range of tools and equipment to join parts together.

Red Letter Learning:

- * I can explain how axles work
- * I can explain what my product specification is
- * I can explain how I made an axle

COMPUTING

'Programming animation'- In this first unit, we will be introduced to on-screen programming through ScratchJr. We will explore the way a project looks and use programming blocks to use, modify, and create programs.

'Programming quizzes'- In this second unit, we will use and modify designs to create our own quiz questions in ScratchJr and realise these designs in ScratchJr using blocks of code.

Red Letter Learning

- * I know how to choose and link commands.
- * I know how to add and control sprites and backgrounds.
- * I know how to make a plan and build a simple program from it.
- * I know that a sequence must have a start and an outcome.
- * I know that a program should begin with a design.
- * I know how to improve a program by testing, debugging and revisiting my design.

GEOGRAPHY

We will begin this Geography block by naming and locating the world's continents and oceans on a map. Afterwards, we will zoom in to Belper and learn about the features of our nearest town. We will end our block by learning about the Manhattan Docks and how it compares to Belper, building on contextual knowledge of New York from our Titanic history topic.

Red Letter Learning

- * I can name the continents
- * I can name the oceans
- * I can say ways Belper and Manhattan Docks are similar
- * I can recall ways Belper and Manhattan Docks are different