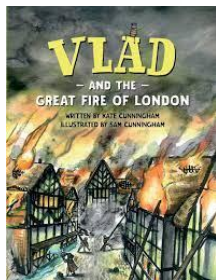


English

We will be using the following texts and experiences in English this half term:

- Vlad and The Great Fire of London by Kate Cunningham - narrative
- Charlie and the Chocolate Factory by Roald Dahl



Our focus for this half term will be on using conjunctions to extend and vary our sentences, using apostrophes for contraction and possession and punctuating extended pieces of writing accurately. We will be revising different spelling rules and editing writing to check for spellings.

Master Reading

We will be reading Animal Atlas by Anna Claybourne and Esio Trot by Roald Dahl.

We will be learning how to accurately answer comprehension and inference questions (using clues in the text to justify our answers). We will also be learning how to skim and scan a longer text. Your child will continue to read Accelerated Reader books at home and select these independently.

Handwriting - Cursive

We will be continuing to practise a cursive, joined handwriting style in writing across the curriculum.

Science: Plants

- To observe and describe how seeds and bulbs grow into mature plants.
- To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.



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PSHE: Jigsaw Piece 5 - Relationships

Families

Keeping Safe - Physical Contact

Friends and Conflict

Secrets

Trust and Appreciation

Celebrating My Special Relationships



Maths: Fractions, Time and Measure



- To recognise, find, name and write fractions $1/3$, $1/4$, $2/4$ and $3/4$ of a length, shape, set of objects or quantity.
- To write simple fractions (eg. $1/2$ of 6 is 3) and recognise the equivalence of $2/4$ and $1/2$.
- To compare and sequence intervals of time.
- To tell and write the time to five minutes, including quarter past/ to the hour and draw the hands on a clock face.
- To know the number of minutes in an hour and hours in a day.
- To choose and use appropriate standard units to estimate and measure length / height (m/cm), mass (kg/g), temperature ($^{\circ}\text{C}$), capacity (litres/ml) to the nearest appropriate unit (using rulers, scales, thermometers).
- Compare and order lengths, mass, volume / capacity and record the results using $<$ $>$ $=$.

Mastering Number

Children will have an opportunity connect the order of multiples of 10 to the order of numbers within 10. They will use proportional reasoning to identify the position of numbers within 100 in the linear number system. Children will explore bridging across 10 by subtracting and adding from 10 rather than through 10. They will then be able to subtract within 20 and identify missing numbers.

PE - Net and wall games (Indoor)

- To use the ready position to defend space on court.
- To develop returning a ball with hands.
- To play against a partner.
- To develop racket skills and use them to return a ball.
- To play against an opponent using a racket.



PE - Striking and fielding (Outdoor)

- To track a rolling ball and collect it.
- To develop accuracy in underarm throwing and catching to field a ball.
- To develop accuracy with overarm throwing to limit a batter's score.
- To develop hitting for distance to score more points.

RE: Islam - Community and Belonging

Enquiry question: Does going to the mosque give Muslims a sense of belonging?



Music - Dynamics, timbre, tempo and motifs (space)

- To use my voice to create a variety of sounds.
- To use dynamics to create atmosphere.
- To correctly identify some instruments and changes in dynamics in a piece.
- To explain how the same instrument can have many different sounds.
- To compare two pieces of music using some musical vocabulary to describe the changes in tempo, dynamics and timbre.
- To successfully create and play a motif.



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Computing: We are animators

In this unit, pupils work in small groups to plan, film and add audio to a short stop-motion animation.



Art: Sculpture and 3D - Clay Houses

- To use my hands as a tool to shape clay.
- To shape a pinch pot and join clay shapes as decoration.
- To use impressing and joining techniques to decorate a clay tile.
- To use drawing to plan the features of a 3D model.
- To make a 3D clay tile from a drawn design.



Zones of Regulation

- Recognising a range of emotions in ourselves and others.
- Understand how behaviour impacts others.
- Toolbox - Strategies for regulation.
- Stop opt and go - helping resolve conflicts.



Geography: Where does chocolate come from?

We will be identifying the location of hot and cold areas of the world, in relation to the Equator and North and South Poles. We will be using this knowledge to discover the tropical conditions that cocoa plants need to grow and where in the world these conditions can be found.