

In **Maths** we are learning to:

### 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. Know the number of minutes in an hour and the number of hours in a day. Compare and sequence intervals of time.

### Measurement

#### Capacity, volume and temperature

Choose and use appropriate standard units to estimate and measure capacity (litres/ml) and temperature (°C) to the nearest appropriate unit, using thermometers and measuring vessels.

Compare and order volume/capacity and record the results

Count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward.

This is linked closely to learning the 2, 5 and 10 times tables.



Summer 2017

Year 2

We're Off To The Beach!



In **Literacy** we are learning:

### Reading:

Read stories such as 'The Faraway Tree' focus on the structure and learn about the adventures the characters have as well as use these to create new adventures. To develop our use of expression and the use of punctuation when reading aloud.

### Writing:

To use conjunctions and paragraphs. To develop our use of sentences which include 2 adjectives, First word last, adverb from adjective, short sentences for effect and similes this will vary our written work and help draw the reader in to our written work. (The children have been learning a range of sentence structures throughout the year).

### Spelling:

To continue to become familiar with the use of common exception words when reading and writing.

### Grammar:

To develop and use other forms of punctuation such as exclamation marks, question marks and speech marks. To write sentences in different forms: statement, question, exclamation, command.

To vary the use of punctuation we use in our written work.

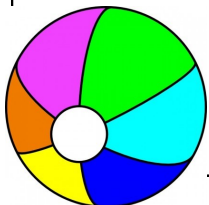
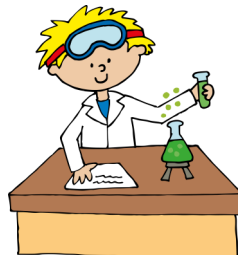


In **Science** we are learning:

Explore and work scientifically by: observing and recording, with growing accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.

Observe and describe how seeds and bulbs grow into mature plants

Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.



In **Geography** we are learning:

**Why do we love being beside the sea so much?**

### **Locational and Place knowledge**

Use maps and globes to locate the UK. Study pictures/videos of two differing localities, one in the UK and one in a contrasting European country, and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different? Study pictures of the localities in the past and in the present and ask 'How has it changed?' Draw pictures to show how places are different and write comparatively to show the difference. Express own views about a place, people and environment. Draw own maps of the local area; use and construct basic symbols in a key. Observe and record the features around the school e.g. the different types of plants, the animals seen by the sea compared to the animals seen in land. Children to make suggestions for the cause of the differences. Communicate findings in different ways e.g. reports, sketches, diagrams, pictures.

In **RE** we are learning about:

### Symbols and Places that are Special

This enquiry explores how religions and beliefs express aspects of human nature in a variety of creative ways

- (a) What places are special to me? Why are they special?
- (b) What places are special to members of a religious or belief community? (Buildings used for worship, special places in the home)
- (c) What do these buildings that are special to religious or belief communities look like? · Do they have special places, objects, pictures or symbols? · How are these used? · What do they tell us about what people believe?



In **History** we are learning:

**Significant individuals from the past: Isambard Kingdom Brunel**

### Chronological

To develop an awareness of the past, To use common words and phrases relating to the passing of time.

To know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.



### Knowledge and interpretation

To use a wide vocabulary of everyday historical terms. To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. To understand some of the ways in which we find out about the past and identify different ways in which it is represent. To learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. To learn about significant historical events, people and places in their own locality.

**PE** will be twice a week. Please make sure your child has the correct kit in school throughout the week and has no earrings in.

In PE we will be focusing on:  
developing our multi skills and athletics skills. Be able to repeat and develop simple actions. Be able to apply movements in sequence . Be able to observe, copy and develop actions performed by others. Be able to improve performance through observation and repetition

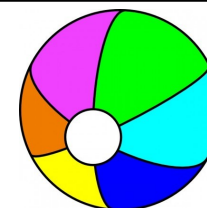


### Homework:

Homework will be given out at the start of the term

Homework should be returned to school on a **Monday** so we can both look and celebrate the work completed.

The expectation is to listen to your child read four times a week and record this in their Reading Record as well as support your child with their homework.



# Our School Values - Aspiration, Respect, Responsibility