

# Year 2 Newsletter

## Summer 1

Our topic/theme this half term is:

# Giants, Beanstalks and Castles!

In this topic, we will be learning about castles and their importance in history alongside a Science unit on plants. We will link these ideas through fairy tales, in particular Jack and the Beanstalk (and different versions of this!)

Our Key Texts this half term are:

Jack and the Beanstalk  
Jack and the Baked Beanstalk  
Kate and the Beanstalk  
The BFG  
The Tiny Seed  
The Boy Who Grew Dragons

## Our English learning this half term:

### Reading:

In Guided Reading this half term, we will be focusing on the following objectives:

- Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
- Discuss and clarify the meanings of new words, linking new meanings to known vocabulary.
- Draw on what we already know or on background information and vocabulary provided by the teacher.
- Predict what might happen on the basis of what has been read so far.

### Writing:

In Year 2, we will be developing the following writing skills:

- Write narratives about the experiences of others (real and fictional).
- Consider what children are going to write before beginning by writing down ideas and/or key words, including new vocabulary.
- Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.
- Read aloud what they have written with appropriate intonation to make the meaning clear.

We will be writing narratives, using adaptations of Jack and the Beanstalk as our inspiration, including the following skills:

- Describe a character's thoughts and feelings and use expanded noun phrases.
- Use speech punctuation
- Use a range of time connectives.

We will be writing explanation texts and we will focus on developing the following specific skills:

- Use subordinating conjunctions.
- Use structural features of an explanation text.
- Use different sentence structures (i.e. rhetorical questions)

In grammar, we will be covering the following areas: imperative verbs, adverbs, expanded noun phrases, commas in a list, using paragraphs correctly, and identifying different word classes.

## Our Maths learning this half term:

### Maths:

#### Continue Time:

- 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.
- Know the number of minutes in an hour and the number of hours in a day.

#### Statistics:

- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
- Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
- Ask and answer questions about totalling and compare categorical data.

#### Measure: Length/ Height

- Choose and use appropriate standard units to estimate and measure length/height in any direction (m, cm)
- Compare and order lengths and record the results using  $>$ ,  $<$  and  $=$ .

**We will also revisit the written methods for addition and subtraction, alongside practising our multiplication facts for the 2, 3, 5 and 10 times tables.**

## Our Science and Computing learning this half term:

### Science:

**Our unit of science this half term is focused on plants. We will be covering the following knowledge areas:**

- Observe and describe how seeds and bulbs grow into mature plant.
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

#### **We will be developing the following enquiry skills:**

- Use simple features to compare, group and sort.
- Use simple secondary sources
- Make simple observations
- Notice patterns and relationships, with support.

### Computing:

**Our unit of computing this half term is focused on creating presentations, combining text and images to present a topic.**

- Apply a border to my page.
- Insert, rotate and resize images
- Record audio.
- To know how to make quality recordings.
- Upload photos to create a photo slideshow.

**We will also learn about how to use the internet to find information, learning that not all websites are not equally good sources.**

- Recognise when a website is appropriate for their age.
- Use the Internet purposefully and safely to answer specific questions.

## Our Humanities learning this half term:

### History:

**Our focus this half term will be on significant Monarchs of the past. We will be covering the following areas:**

Learning about Queen Elizabeth I, and Queen Elizabeth II, their families and what they were famous for.

Learning about King Charles II, our current monarch.

Comparing Queen Elizabeth II and King Charles III.

Learning about the structure of castles, their location and what they were used for.

Learning about different jobs in a castle.

#### **Develop the following historical enquiry skills:**

- Ask and answer questions.
- Choose and use parts of stories and other sources to show knowledge and understanding of key features of events.
- Use a wide vocabulary of everyday historical terms.

### RE:

**In RE this half term, we will be learning about artefacts that are important to different religions.**

We will make comparisons between different religious belief systems, and investigate artefacts from Christianity, Sikhism, Islam and Judaism. We will also identify different religious symbols and their importance.

## Our Creative Arts learning this half term:

### Art/DT:

**We will explore pattern and symbol by exploring shields and designing and creating our own shields. We will also produce observational drawings of plants, linked to our Science topic, and turn these into Van Gogh-style paintings. Finally, we will look at castles and create prints using engravings.**

#### **We will develop the following skills:**

- Continue to investigate textures and produce an expanding range of patterns.
- Use a sketchbook to plan and develop simple ideas.
- Continue to control the types of marks made with the range of media.
- Use a brush to produce marks appropriate to work.
- Design a class coat of arms.
- Design, plan and make their own shields.

### Music:

- Listening to musical traditions and comparing the styles (could be done with anthems, popular pieces).
- Create a short representation of the musical style and use digital device to record the results.
- Singing in rounds and exploring diverse cultural pieces

## Key Vocabulary

### Key Vocabulary for this half term:

**Maths:** add, subtract, multiply, divide, altogether, difference, groups of, sharing, comparing, ordering, fraction, equal parts, numerator, denominator, measure, scale, centimetre, metre, kilogram, gram, kilometre, litre, millilitre, capacity, volume, length, mass, capacity, position, direction, turn, temperature, degree

**English:** imperative verbs, adverb, suffix, apostrophe, capital letter, full stop, exclamation marks, expanded noun phrase, edit, sentence, statement, question, commas, nouns, verbs, adjectives, paragraphs

**Science:** plants, seeds, germination, leaves, stem, roots, sunlight, soil, grow, growth, temperature, lifecycle, reproduce

**History:** Castle Footbridge Keep Moat Rampart Village

Arrow loops Barbican Battlement Drawbridge Guard house Motte and Bailey Mountfitchet Castle Norman Village Portcullis The Keep Tower Turret Watch Tower William the Conqueror

Queen Queen Elizabeth I Queen Elizabeth II King King Charles III Monarch Palace Princess Prince Rein Jobs Throne Tradespeople

### PE:

Our PE units this half term are Mini Athletics.

#### Mini Athletics

- To learn a push and pull throw, 2 footed and 1-2 footed jumping action and learn a variety of running speeds needed for different running events. Use in isolation

#### Tee Ball

- To refine and apply skills of throwing, catching and striking to a game. Understand the basic rules of a game and begin to develop simple tactics for attacking and defending.

### PSHE:

Our units this half term is 'Managing Risks' and 'Safety Contexts'.

#### Managing Risks:

- Name a risky situation and suggest ways of reducing risk.
- Name some emotions people might feel in a risky situation.
- Say their full name and address and know when this might be useful.
- Suggest some people who might help them in a risky situation.
- Understand what is meant by an emergency and know ways they and others might help in one.

#### Safety Contexts:

- Recognise dangers that traffic poses to them as car passengers and pedestrians.
- Identify safe places to cross in the local area.
- Know that wearing suitable clothing, a hat and sun cream are ways to stay safer in the sun.
- Explain a simple strategy for action if they are lost.
- Explain simple precautions to take when using playgrounds.
- Understand ways of preventing common accidents in school or on the school playground.