

Heathfield PRIMARY SCHOOL



Curriculum booklet

Year 2

Summer 2

Writing

Keywords

nonfiction
fiction
view point
past tense
present tense

generate
nouns
verbs
adjectives
subordination

first person
third person
recount
poetry
spellings

In school we will be learning

This term, the children will be exploring a non-fiction text called the "Vile Victorians". This will also link to our History topic – Magnificent Monarchs. They will be writing a recount based on the text. They will be using time conjunctions to clearly structure their recount. They will learn how to use a range of language to express their viewpoint. The children will also be focusing on a range of grammar skills. The focus for this term will be past tense verbs, simple subordination and the use of first/third person.

When the children begin learning how to write poetry, they will be focusing on organisational features of a studied poem. The children will work together to generate a range of nouns, verbs and adjectives and discover how to select the best/most interesting.

The children will continue to focus on basic grammar skills throughout their writing. Using their phonics and ELS to support their spellings and continue checking their work for correct punctuation, especially the use of capital letters and full stops.



At home you can

- Write a recount of what you have done in the holidays.
- Research facts about the Victorians.
- Write an acrostic poem about Spring.
- Practise spellings that are in the journal.
- Practise cursive handwriting.
- Practise writing/reading harder to read and spell words correctly.

Useful websites



[punctuation and grammar](#)



[spellings](#)



[writing using a picture as a prompt](#)

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Maths

Keywords

measure
centimetre
add
subtract
metre
length

height
mass
volume
capacity
litre
millilitre

number
gram/kilogram

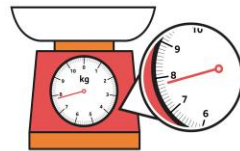
In school we will be learning

This term, the children will continue learning about measurement, we will begin focusing on measuring weight in grams and measuring in kilograms and comparing mass. This will be delivered through a range of question styles, including reasoning and problem solving. Additionally, there will be the opportunity for practical learning within the classroom.

Following on, the children will then be learning about measuring capacity, beginning with measuring in litres, millilitres and comparing capacities.

Throughout the term, the children will be consolidating their prior knowledge through retrieval questions at the start of each Maths lesson. Furthermore, there will be opportunity for daily timetables practice of the 2-, 5- and 10-times tables.

As we edge closer to Year 3, it is important that the children consolidate their learning this year, therefore we will be revisiting topics such as addition and subtraction to strengthen and build their confidence and abilities in these core number focused areas.



At home you can

- Practice the 2, 5, 10 times tables.
- Complete all homework provided.
- Have a go at cooking and discussing different measurements with your child.
- Explore BBC Bitesize website- Measurement
- Play the fun and interactive games linked below.

Useful websites



BBC Bitesize.
[Year 2 Maths -
BBC Bitesize](#)



Mostly Postie
[Mostly Postie - mobile
friendly \(ictgames.com\)](#)



Filled to Capacity
[Capacity Countdown - mobile
friendly \(ictgames.com\)](#)

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H

Science

Keywords

habitats
invertebrates
microhabitat
food chain
humans

identify
classify
tally chart
block graph
survive

positively
negatively

In school we will be learning

Animal Survival

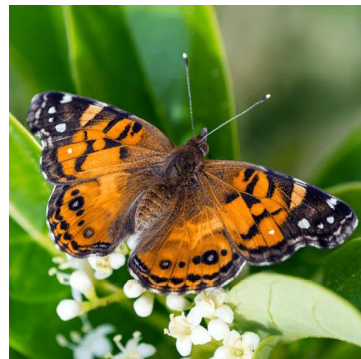
In this science project, children revisit learning from the Autumn term project Habitats. Knowing what habitats are and what they provide, they extend their learning to explore and understand microhabitats. They example local microhabitats, identify and classify living things, including invertebrates and record using tally charts and block graphs. They select one of the animals they observed and use their knowledge and research to record how the microhabitat provides everything it needs to survive. Children use this knowledge to draw food chains for the microhabitat, revisiting this concept from the habitats earlier in the year. Children learn how humans can positively and negatively impact habitats.

A Clump of Grass



A clump of grass is a microhabitat. It is home to many minibeasts who eat the grass, shelter in the clump and can be camouflaged in the leaves.

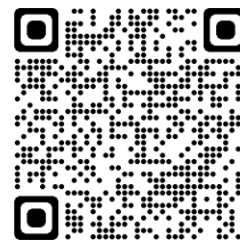
Creatures found here:



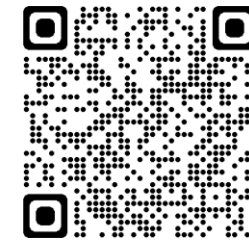
At home you can

- Look around your garden and local park for habitats you can find. Search under rocks and leaves for microhabitats.
- Learn about different [habitats](#).
- [Learn about different microhabitats](#).
- Learn about [minibeasts](#).

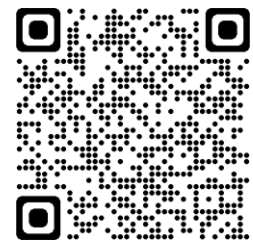
Useful websites



habitats



microhabitats



minibeasts

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Humanities

Keywords

monarch
rule
monarchy
royal
sovereign

significant
British
Crown jewels
palace
castle

subjects
court
hierarchy
kingdom
heir

throne
century
chronology
marriage
widow

In school we will be learning



The children will continue learning about the Magnificent Monarchs.
The children will learn about the English and British monarchy from AD 871 to the present day.

Using timelines, information about royal palaces, portraits and other historical sources, they will build up an understanding of the monarchs and then research six of the most significant sovereigns.



The monarchs that will be explored will be: Queen Elizabeth
Queen Victoria, Queen Elizabeth II and King Charles III.

The children will develop their historical skills of chronological understanding, similarities and differences as well as cause and consequences.

At home you can

- Draw a portrait of King Charles.
- Design a throne fit for a monarch.
- Design and make a plan for a palace fit for a king.
- Compare and contrast King Charles to his late mother Queen Elizabeth II (what did they have in common? What is different?).
- Design a dress fit for queen to wear to a party/ ball.
- Write rules that a monarch should follow to be successful.
- Make/ draw a family tree of the British monarch – starting with Queen Elizabeth II.

Useful websites



[Make your own family tree - BBC Bitesize](#)



[Who was Queen Victoria? - BBC Bitesize](#)



[Queen Elizabeth II – Storytime.](#)

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Computing

Keywords

sequence,
command,
program,
run,
start,
outcome,

predict,
blocks,
sprite,
project,
modify,
change,

algorithm,
build,
match,
compare,

In school we will be learning

Programming quizzes

This unit initially recaps on learning from the Year 1 ScratchJr unit 'Programming B – Programming animations'. The children begin to understand that sequences of commands have an outcome and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr, and realise these designs in ScratchJr using blocks of code. Finally, the children evaluate their work and make improvements to their programming projects.

There are two Year 2 programming units:

- Programming A – Robot algorithms
- Programming B – Programming quizzes

At the beginning of this unit, children will recap what they know already about the ScratchJr app. They will begin to identify the start of sequences in real-world scenarios and learn that sequences need to be started in ScratchJr. They will create programs and run them in full-screen mode using the Green flag.



At home you can

Design a Quiz Together:

Sit down with your child and brainstorm ideas for quiz questions on a topic they're interested in. Encourage them to think creatively and come up with questions that require different types of answers (multiple choice, true/false, etc.).

Create Quiz Graphics:

Help your child draw or find images online to represent their quiz questions. They can use simple drawing tools or software like Paint or Canva to create visuals that go along with each question.

Useful websites



scratchJr



ScratchJr
Tutorials -
click on
'Tutorials' ta
b at the top
of the
webpage

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D & T

Keywords

design/designer
fabric
motif
embellishment
applique

needle
running stitch
thread
sequin
sewing pattern

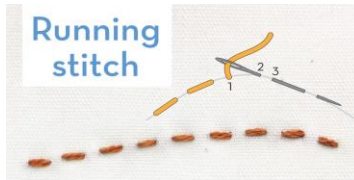
In school we will be learning

In this unit, the children will develop their knowledge of textiles. They will be learning about the British designer Cath Kidston and how fabrics are used in home design.



They will learn about sewing patterns and how to cut them with accuracy and join them to make a useful tool for creating textile furnishings.

The children will be introduced to sewing, learning how to thread a needle and create a running stitch and embellishments before making a sewn bag tag.

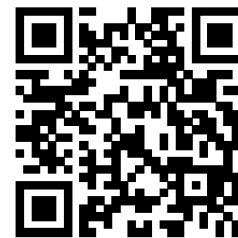


This unit will give the children the opportunity to develop their designing skills, building on their knowledge of creating specific design criteria to guide the process. They will be encouraged to take a critical approach to their own work, articulating what they feel went well and what could be improved upon.

At home you can

- Look at and discuss some of the furnishings around your home. Discuss the different patterns and fabrics – making specific reference to texture and motif.
- If you have some fabric off-cuts and sewing needles, practice threading the needle and creating a running stitch.

Useful websites



Creating a
running
stitch



All about
Cath Kidston

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Music

Keywords

Vivaldi,
Peter Grimes,
Metheny,
Debussy,
Mendelssohn,

weather,
seasons,
summer,
winter,
autumn,

spring,
similar,
different

In school we will be learning

During this half term, pupils will be exposed to the classical music genre. This will include exploring music that depicts weather and seasons. By the end of the unit, we want pupils to say what the style of music “Classical” is and identify the genre. With this we also want pupils to recognise instruments that are used in classical genre music.

During the unit, pupils will learn how different musical ideas can create emotions and atmospheres.

Pupils will create a variety of different sounds for different seasons and weather, as well as sing and recall songs from previous units of work. Pupils during the half term will create and begin to use notes for their soundscapes. As pupils are now in Year 2, we would love for pupils to start to share sounds with the class and contribute to whole class work.

We will be looking at the classical music genre, more specifically, it is music composed between c.1720 and 1840, e.g. the era of Mozart, Joseph Haydn and the young Beethoven.

By the end of the unit, we would like pupils to be able to say in their own words what a composer is and to name some classical composers. We will build up to begin to identify some similarities and differences between the compositions of different composers. We will also begin to identify what it means to graphically notate music and use music notes.

At home you can

Watch the video all about Mozart, a famous classical composer. This includes lots of information and even some of the songs he created. Hopefully some are familiar.

Watch the video that includes information about different genres of music, these include classical, opera, jazz and rock. This video is great to compare the different types of music.

Watch the video from George meets the orchestra, this includes information about classical music instruments and how they are organised.

Useful websites



[Mozart for Children:
Biography for kids](#)



[Genres of Music,
Classical Music](#)



[George Meets the
Orchestra](#)

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RE

Keywords

Imaginative
Humanism
Exploratory
Jewish

Christianity
Faith
Worship
Prophet Muhammed

Muslim
Surah al Ikhlas

In school we will be learning

This half term we will be continuing to explore the disposition of 'Being imaginative and exploratory'.

Being Imaginative and Exploratory

In this unit, we will be learning about humanism and thinking about how we use our imagination and minds. Additionally, we will explore Islam in closer depth, focusing on how Muslims and Jews perceive God. We will also explore how Christian's, Sikhs and Hindus view God.

This disposition will allow the children to explore a range of different faiths under this theme. Children will be immersed in both practical and written learning to widen their knowledge of other faiths.



At home you can

- Discuss what you know about other faiths, perhaps how they're similar or different to your own beliefs, encouraging healthy conversations.
- Explore the content below linked to the lessons in our next unit.
- Visit different local religious sites as part of self-directed learning.

Useful websites



Surah Al Ikhlas.
[Surah Al-Ikhlas - 1-4 - Quran.com](#)



BBC Bitesize
[Year 2 Religious Education - BBC Bitesize](#)

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PSHE

Keywords

feelings
happy
sad
worried
angry

shocked
proud
excited
scared
disappointed

hopeful
reflection
behaviour
experiences
manage

In school we will be learning

In PSHE, the children will be exploring how to recognise their own feelings. They will be learning how to recognise, name and describe a range of feelings. The children will also discover what helps us to feel good or better.

They will learn how different things, times, experiences can bring different feelings for different people. In the lessons, the children will discuss how feelings can affect people, in their bodies and their behaviour.

The children will participate in sharing ideas of how to manage big feelings and the importance of sharing our feelings with someone we trust and how to recognise when we might need help with feelings. During our PSHE lessons, Ms Stewart will visit our class to discuss how to ask for help when we need it.



At home you can

- Talk about your children's feelings and why they are feeling that way.
- Create a calm bottle.
- Make different emotion faces using different crafts.
- Write a poem about feelings and emotions.
- Create a poster and draw pictures of all the things that make you happy.

Useful websites



[Kindness Bingo Activities](#)



[Feelings](#)

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PE

Keywords

dribble,
throw,
catch,
kick,
receive,

run,
jump,
change direction,
change speed
communication,

kindness,
support others,
co-operation,
respect,
collaborate

In school we will be learning

This half term, Year 2 pupils will be learning about ball skills using their hands.

The focus of learning is to develop dribbling in order to keep control and possession of the ball.

The unit of work will challenge pupils to combine their developing dribbling, passing and receiving skills in order to keep possession and score a point. Pupils will apply these skills in teams in various games and activities.

Pupils will be able to dribble, pass and move with developing accuracy. They will combine these skills to score points.

Pupils will focus on their partner and team members, developing an understanding of the consequences in a game when mistakes are made.

Pupils will develop communication and empathy as they listen to their partner and team members and work collaboratively together.

Pupils will continue to effectively apply life skills such as self-belief and integrity as they strive to improve their own performance whilst playing fairly.



At home you can

Play the floor is lava. Use items around your house, cushions, clothes. We have a video to demonstrate how you could play.

Develop balance, control, speed and agility with the Slalom Weave.

Can you dance and tell a story?

We have a link to a lesson that encourages dance through storytelling.

Useful websites



[Floor Lava Game](#)



[Slalom Weave](#)



[Jack and the Beanstalk: to storytelling through dance](#)

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