

Heathfield PRIMARY SCHOOL



Curriculum booklet

Year 2

Summer 1

writing

Keywords

perseverance
problem solving
relationships
narrative
instructions

formal
letter
nouns
verbs
contractions

heading
sub-heading
similes
grammar
punctuation

In school we will be learning

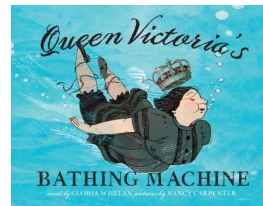
This term the children will be exploring a new fiction story called Queen Victoria Bathing Machine. The children will be using the book to write a narrative, a set of instructions and a formal letter throughout the term. This will also link to our history topic – Magnificent Monarchs.

The children will develop using a range of basic punctuation such as full stops, commas, exclamation marks and question marks. The children will also begin to write in paragraphs and include basic similes for description.

When writing a narrative, the children will be encouraged to use 'When' and 'As' as sentence openers. The children will learn how to write verbs in the past tense by doubling the consonant.

When the children learn how to write a set of instructions, they will explore how to use contractions, sequence words and maintain verb tense. They will develop the structure of instructions by developing their use of headings, subheadings and bullet points.

The children will be encouraged to use formal language and use language to show a point of view when they write a formal letter.



At home you can

- Write an informal letter to your teacher to tell them what you have been up to in the holidays.
- Practise spellings that are in the journals.
- Practise cursive writing
- Practise writing/spelling harder to read and spell words correctly.
- Create a game to play and give a set of instructions for the person you are playing with to follow.
- Write a short story about one of your favourite adventures you have been on.

Useful websites



[punctuation and grammar](#)



[spellings](#)



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

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reading

Keywords

prediction
inference
vocabulary
summary
retrieval

comprehension
expression
fluency
confidence
decoding

intonation
volume

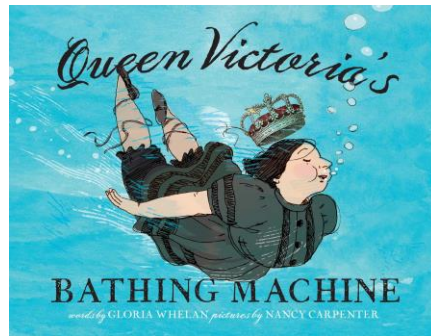
In school we will be learning

During this term, the children will be reading a fiction text called Queen Victoria's Bathing Machine. They will explore different vocabulary and the meaning of unfamiliar words. The children will be answering retrieval questions throughout the term at the beginning of the lesson and whilst reading.

The children will explore a variety of skills throughout the term, linked to the story. They will be making predictions based off what they have read so far and what they think will happen next. They will learn to summarise key points to retell what has happened so far.

The children will develop their comprehension through vocabulary, retrieval and inference skills in guided reading sessions. They will answer a range of different retrieval questions, make inferences and read around to find the meaning of a word.

Some children in year 2 will also continue to participate in ELS phonics lessons to develop their fluency reading words with phase 3 and phase 5 phonics.



At home you can

- Read the books the children bring home and ask them questions based on what they have read. Please remember to sign their journals!
- Create your own book review of your favourite book and characters.
- Read your book in a new space. Why not create a cosy den using cushions and blankets?
- Visit your local library.

Useful websites



[comprehension](#)



[free e-books](#)

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Maths

Keywords

o'clock
half past
quarter past
quarter to
intervals

measure
centimetre/metre
litre/millilitre
gram/kilogram
length

height
mass
volume
capacity
inverse

In school we will be learning

At the start of term, children will be learning how to read and write the time. This will include o'clock, half past, quarter past and quarter to. They will then move onto reading the time in 5-minute intervals; knowing how many minutes are in the hour and the number of hours in a day. They will use this to solve various time related problems.

Children will then be moving onto measurement where they will be learning to measure in centimetres and metres at the start and millilitres, litres, grams and kilograms towards the end of the unit. They will use their knowledge of this to compare lengths, heights and mass and solving problems based on them. Additionally, they will be looking at how to read temperatures above 0 and using their problem-solving skills to answer a range of questions.

Following this, children will be consolidating their learning of addition and subtraction facts which they did during the Autumn term. This is so they can remember the key learning and strengthen their understanding. This will include using efficient methods and using inverse relationships to check their answers.

Throughout the term, children will be going over their previous learning through retrieval practice at the start of every lesson. There will also be timetable practise of the 2, 5 and 10 times tables.

At home you can

- Begin to read the time with your child and let them become familiar with the terminology.
- There is an interactive clock online to help them read the time on the QR code.
- Get your child involved in cooking or baking and talk about different measurements.
- Have a go at some of these measuring games using the QR codes.
- Regularly practice the times table.

Useful websites



[interactive clock](#)



[measure in cm game](#)



[measure in grams game](#)

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Keywords

habitats
invertebrates
microhabitat
food chain
humans

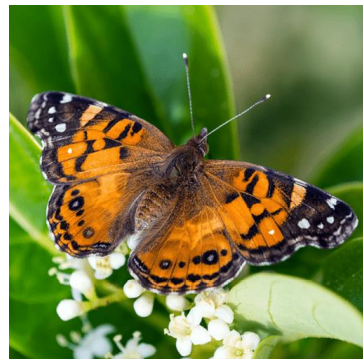
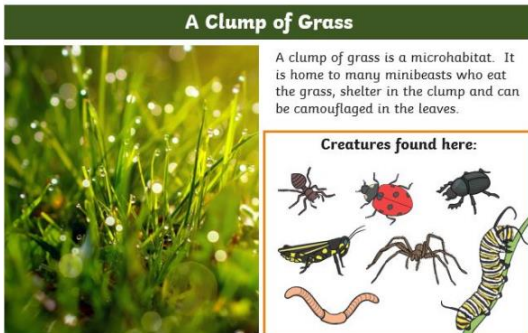
identify
classify
tally chart
block graph
survive

positively
negatively

In school we will be learning

Animal Survival

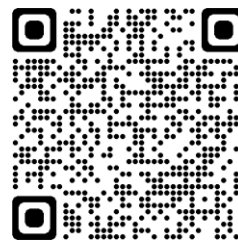
In this science project, children revisit learning from the autumn term project Habitats. Knowing what habitats are and what they provide, they extend their learning to explore and understand microhabitats. They example local microhabitats, identify and classify living things, including invertebrates 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.



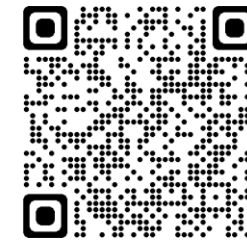
At home you can

- 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](#).

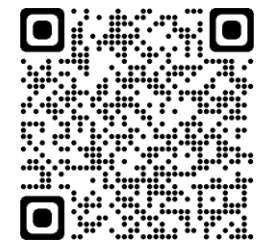
Useful websites



habitats



microhabitats



minibeasts

Humanities History

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 be studying a topic called: 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 I, 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.



Photos: Britain's King Charles III | CNN



The Queen Of England / Queen Elizabeth II History ...



Queen Victoria of United Kingdom, ...



Elizabeth I, Queen of England - European ...

At home you can

- Draw, paint or collage a portrait a picture of a monarch.
- Write a diary entry about a day in the life of one of these monarchs.
- Do some research about the monarchs and their reigns using the links below.
- Design a crown – fit for a king/queen.
- To make a timeline of British monarchs starting from Henry VIII to present day.

Useful websites



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



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



[Queen Elizabeth II –
Storytime.](#)

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computing

Keywords

music
quiet
loud
feelings
emotions

pattern
rhythm
pulse
pitch
tempo

rhythm
notes
create
emotion
beat

instrument
open
edit

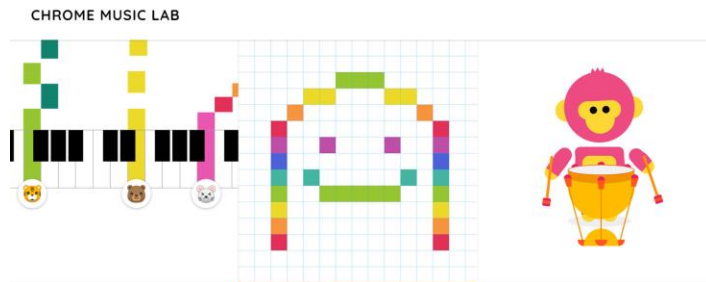
In school we will be learning

Making Music

In this unit, the children will be using a computer to create music. They will listen to a variety of pieces of music and consider how music can make them think and feel. The children will compare creating music digitally and non-digitally. They will look at patterns and purposefully create music.

At the beginning of the project, the children will listen to and compare two pieces of music from *The Planets* by Gustav Holst. They will then use a musical description word bank to describe how this music generates emotions, i.e. how it makes them feel.

Following on from this, they will explore how music can be used in different ways to express emotions and to trigger their imaginations. The children will experiment with the pitch of notes to create their own piece of music, which they will then associate with a physical object — in this case, an animal.



At home you can

- **Digital Music Creation Tools:** Explore digital music creation software or apps that are suitable for children, such as GarageBand (for Mac/iPad) or Soundtrap (web-based). Allow your child to experiment with composing melodies, layering tracks, and adding effects to create their own music pieces.
- **Non-Digital Music Creation:** Provide hands-on experiences with non-digital music creation tools like musical instruments (e.g., keyboard, guitar, percussion). Encourage your child to explore basic musical concepts such as rhythm, melody, and harmony through interactive play.

Useful websites



[Chrome Music Lab](#)



[how to use Chrome Music Lab](#)

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art

Keywords

Hans Holbein the Younger
Alastair Barford
portrait
royal
powerful

facial expression
pose
clothing
objects
background

monarch

In school we will be learning

In this art and design project, children learn about portraits and the concept of monarchy. Children are introduced to Tudor portraits and study their style and symbolic importance. They make simple sketches of each other holding a pose or prop to mimic symbolism in Tudor art. They use art software to create simple line drawings from their initial studies. Children also learn about methods of modern portraiture using digital devices to take photographs of each other. They edit their portraits using art software to create a regal portrait. In addition, they will look at a modern portrait of our current king to compare the difference from now to Tudor times.

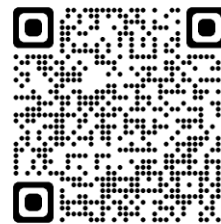
Children will learn about Hans Holbein the Younger's work, who was a Tudor Royal Portrait artist, and Alastair Barford's work, who painted the first portrait of King Charles III.



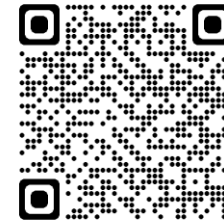
At home you can

- Practice drawing on an [art app](#).
- Learn how to draw a [person](#).
- Learn about [Hans Holbein the Younger](#).
- Take turns posing in different positions with different objects and take turns drawing each other in those poses. Discuss what the drawing tells you. Is the person posing a serious person? A funny person? What do the expression on the person posing's face or the objects they are holding tell you about that person.

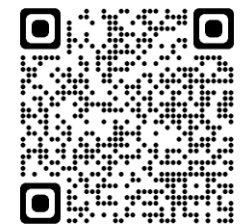
Useful websites



Hans Hobein the Younger



drawing app



drawing a portrait

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Music

Keywords

Bruno Mars
Gladys Knight
Stevie Wonder
Dionne Warwick
Elton John

Randy Newman
Stevie Wonder
pop
Pete Readman
Monkees

In school we will be learning

This half term pupils will be using the song “Friendship Song” in lessons and driver to learn more about music. We would like pupils to identify different movements that match the song or the beat of the song, during lessons we are hoping that pupils can find the pulse of the music.

Through this song and our use of it we will be hoping for pupils to identify a few style indicators of pop genre.

Having learnt about the pop genre, year 2 will begin to name a wider range of bands and singers of the pop genre through different songs.

During the playing of “Friendship Song” with instruments we will be using up to three notes – C or E and G.

We want pupils to improvise with claps, voice and notes C, D. making up their own tunes that fit the song and style. We want pupils to know that everyone can improvise, and you can use one or two notes.

Having completed playing along and improvising to the song, year 2 will be asked to compose a simple melody using simple rhythms, choosing from the notes C + D or C, D or E.

While playing their instruments we want pupils to know that we add high and low sounds, pitch, when we sing and play our instruments.

Over the half term performance will become more important and performance can be a special occasion and involve a class, a year group or a whole school.

At home you can

- What makes a pop song and pop song? Using the video in the link learn about the history and style of pop music. When listening to music can pupils can explain why it is pop music. This can include songs on the radio, adverts, shops.
- To expand the knowledge of pop music I have included a link of a small band performing a range of well-known pop songs.
- To help with performing skills I have included a link to a website so year 2 could make their own instrument and perform with these.

Useful websites



[Music Journal #7: Pop Music for Kids](#)



[POP SONG MEDLEY](#)



[Make Homemade Music with These 6 DIY Instruments](#)

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re

Keywords

attentive
sacred
precious
reflection
self-critical

Quaker
Buddhist
Christian
Islam
quiet

sounds
change
Prophet Muhammad
influence

In school we will be learning

This half term we will be looking at the dispositions of 'being attentive to the sacred as well as the precious' and 'being reflective and self critical'.

Being Attentive to the Sacred as Well as the Precious

We will look what happens when we are really quiet and how different traditions use different sounds. The children will find out about the importance of quiet reflection in many people's lives. Then, we will look at people who attend the Society of Friends (Quakers) and what to them is sacred. Finally, they will learn how Buddhists use sound and silence in their worship.

Being Reflective and Self Critical

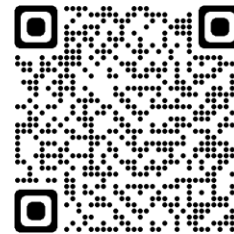
In class, we discuss are we always perfect people. Then, we will look at how Islam helps people change for the better by looking at Prophet Muhammad and influencing how he influenced others. We will also be reading and talking about The story of Zacchaeus, The Story of the Speck and the Plank and The Story of the Man in Madinah.



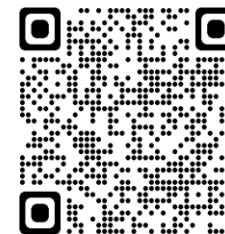
At home you can

- Learn about a [day in the life](#) of a Quaker.
- Learn about a [day in the life](#) of a Buddhist.
- Watch the story of [Zacchaeus](#). Then, discuss the main message with your child.
- Try to be silent as a family. Then, talk about the experience. What did you think about? How did you feel?

Useful websites



a day in the life of a Quaker



a day in the life of a Buddhist



Zacchaeus

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Keywords

healthy body
physical activity
balance
diet
screen time

rest
nutrition
habits

In school we will be learning

This half term in PSHE we will be exploring what helps us to grow and stay healthy:

The children will be looking at the different ways we can keep our bodies healthy. They will be discussing healthy foods as well as those that we need to minimise. To understand this, they will be learning about the impact of too much sugar.

They will learn about the importance of physical activity and how getting the right amount of sleep can positively impact their development.

With the use of devices becoming more necessary, they will be looking at ways to limit screen time and also to choose healthy activities to do on devices.

Keeping safe in the sun will also be covered as we approach the summer months.



At home you can

- Invite the children to participate in simple cooking activities where they can make healthy snacks or meals. Teach them about nutritious ingredients and the importance of eating fruits, vegetables, and whole grains.
- Create a timetable together, scheduling a healthy balance between play time, physical activity and screen time
- Create a chart with healthy habits such as washing hands, brushing teeth, getting enough sleep, and drinking water. Encourage the children to track their progress and reward them for practicing these habits.

Useful websites



[humans need to be healthy...](#)



[George The Sun Safe Superstar](#)

pE

Keywords

Attacker
Defender
Opponent
Accuracy
Power

Batting
Fielder

In school we will be learning

This half term, the focus of the learning is for children to **refine** their understanding of how they can use their **hitting (striking)** skills to send the ball into a space, in order to win a game. Children will refine this understanding of why in certain games, **hitting into space** is essential in order to score points against the opposing team.

Children will be able to use a bat safely to strike (hit) their ball into a space, directing the ball away from fielders. They will understand why it is so important to hit the ball into a space and apply this understanding to outwit their opponents.

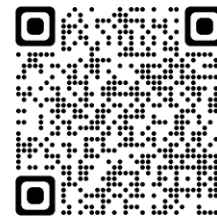
Children will also continue to develop life skills such as fairness and empathy as they work together ensuring everyone in the group or team is involved. They will show determination and self-motivation as they strive to improve and show a positive attitude in their learning.



At home you can

- Play ball [games](#) at home.
- Practising [throwing and catching small objects](#).
- Develop [catching](#) skills.
- Play skittles using objects

Useful websites



ball games



catching



developing catching skills

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