

# Heathfield PRIMARY SCHOOL



**CURRICULUM BOOKLET**

**YEAR 2**

**SUMMER 2**

# WRITING

## KEYWORDS

### Key Vocabulary

Letter

Character

Description

Past tense

Suffix

Conjunction

Adjective

Verb

Feelings

Viewpoint

Beginning

Middle

End

Formal

Greeting

## IN SCHOOL WE WILL BE LEARNING

This half term, children will be developing their letter writing skills through the story of James and the Giant Peach by Roald Dahl. They will write in role as James and imagine they are writing to their teacher to explain what life is like living with his horrible aunts.

Children will begin by exploring the characters of Aunt Sponge and Aunt Spiker and discussing how their behaviour makes James feel. They will learn how to describe characters using powerful adjectives and verbs and explain feelings from a character's point of view.

Throughout the unit, pupils will focus on building accurate basic punctuation, using capital letters and full stops correctly, and practising writing in the past tense, including adding -ed endings and understanding when to double consonants.

They will also develop their sentence writing by using a range of conjunctions such as and, but, because so and begin using when to open or extend sentences.

Children will learn how to structure their writing with a clear beginning, middle and end while writing from James' viewpoint.

Towards the end of the unit, children will begin to understand simple formality in letters by using greetings and endings appropriately.

By the end of the unit, children will write their own letter in role as James, describing his aunts and explaining his feelings clearly.

## AT HOME YOU CAN

Read or listen to James and the Giant Peach together.

Practise writing short letters to family members.

Discuss how characters feel in stories and why.

Spot adjectives and verbs while reading books.

Practise writing sentences in the past tense.

Encourage your child to use conjunctions such as **because, and, but, and so** in everyday speech and writing.

## USEFUL WEBSITES

[BBC Bitesize KS1 English](#)

[Oxford Owl Free eBooks](#)

[Roald Dahl Official Website](#)

<https://www.roalddahl.com>

[Topmarks English Games](#)

HAPPY HARDWORKING COURAGEOUS KIND

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# READING

## KEYWORDS

prediction  
inference  
vocabulary  
summary

retrieval  
comprehension  
expression  
fluency

confidence  
decoding  
intonation  
volume

## IN SCHOOL WE WILL BE LEARNING

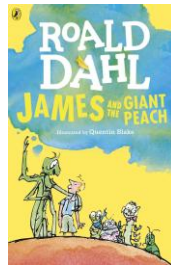
This half term, children will be reading extracts from James and the Giant Peach by Roald Dahl. Through this exciting and imaginative story, children will develop key reading skills by exploring the characters, events and vocabulary within the text.

Children will practise **retrieval skills** by finding important facts and information directly from the text, such as identifying what happens in each chapter, describing characters and recalling key events.

They will also develop their **inference skills** by using clues from the story to explain how characters are feeling, why events happen and what characters may be thinking. Children will be encouraged to justify their answers using evidence from the text.

Throughout the unit, pupils will explore new and unfamiliar vocabulary from the story. They will discuss the meaning of ambitious words, use context clues to help them understand new language and build their own vocabulary banks linked to the text.

Children will also focus on reading fluency, prediction and discussing their opinions about different characters and events in the story. By the end of the unit, children will have built confidence in answering retrieval and inference questions while developing a deeper understanding of vocabulary and enjoying a classic story by Roald Dahl.



## AT HOME YOU CAN

- What You Can Do at Home Read James and the Giant Peach together at home.
- Ask your child simple retrieval questions such as What happened first? Who was there?
- Ask inference questions such as How do you think James felt? Why?
- Discuss unfamiliar words and encourage your child to use a dictionary.
- Listen to audiobooks of Roald Dahl stories together.

## USEFUL WEBSITES

BBC Bitesize Reading KS1

[Oxford Owl Reading Resources](#)

[Roald Dahl Official Website](https://www.roalddahl.com)

[Storyline Online](#)

HAPPY HARDWORKING COURAGEOUS KIND

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# MATHS

## KEYWORDS

measure  
centimetre  
add  
subtract  
metre  
length

height  
mass  
volume  
capacity  
litre  
millilitre

number  
gram/kilogram

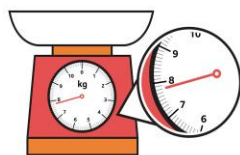
## IN SCHOOL WE WILL BE LEARNING

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 \(ictgames.com\)](#)

# HAPPY HARDWORKING COURAGEOUS KIND

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# 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

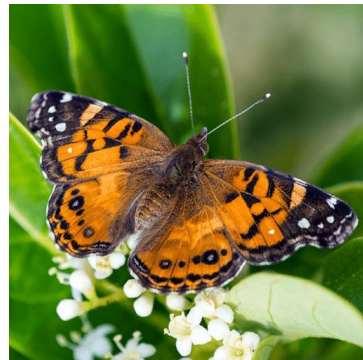
In this science project, children revisit learning from the Autumn term project Habitats. Knowing what habitats are and what they provide, they extend their learning to explore and understand microhabitats. They example local microhabitats, identify and classify living things, including invertebrates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

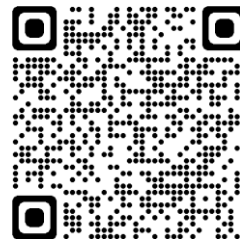
#### Creatures found here:



## 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](#).

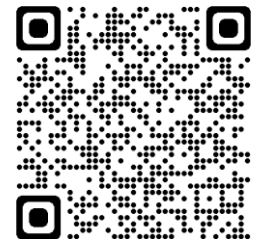
## USEFUL WEBSITES



habitats



microhabitats



minibeasts

HAPPY HARDWORKING COURAGEOUS KIND



# GEOGRAPHY

## KEYWORDS

Globe	Equator	Ocean	Landmark
Atlas	Climate	Polar climate	Harbour
Map	Environment	Tropical climate	Factory
Compass points	Human features	Compare	Research station
North Pole	Physical features	Similarities	
South Pole	Continent	Differences	

## IN SCHOOL WE WILL BE LEARNING

### Making Comparisons (Local Area, Antarctica and Africa)

This half term, children will develop their understanding of the wider world by comparing different places and environments. They will begin by locating the North Pole, South Pole and Equator on a globe and world map, learning how location affects climate. Children will explore how weather and climate differ depending on where places are positioned on Earth.

They will then learn about Antarctica, identifying it on a world map and discovering what makes it unique. Children will explore its physical features, climate, wildlife and research stations, while learning how life there is very different from life in the United Kingdom.

As the unit continues, pupils will compare the United Kingdom with Antarctica by looking at human and physical features, climate and location. They will then expand their understanding by comparing cold climates with hot climates through studying Kenya in Africa. Children will explore similarities and differences between these locations and discuss where they might prefer to live. In the final lessons, children will compare their local area with Nairobi using maps, aerial photographs and images. They will identify human and physical features and explain similarities and differences between places around the world.

By the end of the unit, children will be able to use maps, globes, aerial photographs and geographical vocabulary to confidently compare different locations and explain how climate can vary around the world.

## AT HOME YOU CAN

- Look at a world map or globe and practise finding the seven continents and five oceans.
- Find the United Kingdom, Antarctica and Kenya on a map.
- Talk about hot and cold countries and discuss why their climates may be different.
- Use Google Earth to explore different places around the world.
- Watch documentaries or clips about animals that live in Antarctica.
- Compare your local area with another city or country by looking at photographs online.

## USEFUL WEBSITES

[BBC Bitesize Geography](#)

[KS1 National Geographic Kids](#)

[Google Earth](#)

WWF Antarctica Facts DK Find Out Geography



HAPPY HARDWORKING COURAGEOUS KIND



# 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

HAPPY HARDWORKING COURAGEOUS KIND

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# ART

## KEYWORDS

Print  
Pattern  
Texture  
Tools  
Technique  
Press  
Stamp

Roll  
Rotate  
Repeat  
Overlap  
Rubbing  
Etch  
Engrave

Masking out  
Design  
Fabric  
Print block  
Abstract

## IN SCHOOL WE WILL BE LEARNING

This half term, children will explore the exciting world of printing through the work of British designer Richard Quinn, who is known for his bold patterns, bright colours and floral prints used in fashion design.

Children will begin by learning what printing is and exploring how prints can be made using a variety of everyday tools and materials. They will investigate different printing techniques such as pressing, stamping, rolling, rubbing and rotating. Throughout the unit, pupils will experiment with a range of materials including fruits, vegetables, natural objects and ready-made printing tools to create abstract artwork. They will then develop their skills further by creating their own printing blocks using polystyrene and cardboard. Children will explore techniques such as etching, engraving and masking out to design unique prints.

In the final lesson, children will apply all of their learning by printing onto both paper and fabric before evaluating their finished work and reflecting on their favourite techniques.

By the end of the unit, children will understand a range of printing techniques and create their own printed designs inspired by Richard Quinn.



## AT HOME YOU CAN

- Look at patterns on clothes, wallpaper, wrapping paper or fabrics and discuss repeated prints.
- Try printing at home using cut vegetables such as potatoes, apples or celery.
- Use leaves, flowers or household objects to create prints using paint.
- Visit local shops and spot patterned clothing inspired by designers like Richard Quinn.
- Create repeating patterns using pens, stamps or stickers.
- Talk about which colours and patterns you like best and why.

## USEFUL WEBSITES

Tate Kids – Meet a Printmaker A child-friendly video showing how printmaking can be used to create colourful artwork.

Tate Kids – How to Print Your Own Bag A useful video for children to see a simple printing process in action. Tate Kids – Art activities

Access Art – Printmaking in the Primary  
Richard Quinn – floral and fashion print inspiration.

**HAPPY HARDWORKING COURAGEOUS KIND**



# 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](#)

HAPPY HARDWORKING COURAGEOUS KIND

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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](#)

# HAPPY HARDWORKING COURAGEOUS KIND



# 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](#)

HAPPY HARDWORKING COURAGEOUS KIND



# 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 that encourages dance through storytelling.

## USEFUL WEBSITES



[Floor Lava Game](#)



[Slalom Weave](#)



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

HAPPY HARDWORKING COURAGEOUS KIND

