



How can I help?

1. Hear you child read as often as possible and read to them too!
2. Practise telling the time with your child. Look at analogue clocks and help them to learn o'clock, quarter past and to, half past and when they are confident with those, the time in 5 minute increments. There is a great game here: <https://mathsframe.co.uk/en/resources/resource/116/telling-the-time>
3. Keep writing as much as possible at home, give your child a notebook and encourage them to write a story about something they are interested in. Talk about ideas for the story together first.
4. We will be learning all about fractions. Use fractions to talk about things around you, such as when sharing food like cutting up a pizza.
5. The start of the summer term brings new life. We will be keeping an eye on the Poole Harbour Ospreys to see them return from Africa. See their nest webcam here: <https://www.birdsofpooleharbour.co.uk/osprey/osprey-webcams/>

Frome Valley CE First School

Year 2

Curriculum Statement

Summer Term

Year 2 Curriculum Overview

Please look on our website for more information of our curriculum (including topics) and our knowledge organisers.

<p>English:</p> <ul style="list-style-type: none"> • Use <i>-ly</i> to turn adjectives into adverbs. • Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]. • Understanding statements and exclamations. • Learn how to use present and past tenses correctly and consistently including the progressing form. • Use suffixes such as <i>-ness, -ful, -less, -est</i> and <i>-er</i>. • Proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly). • Writing narratives about personal experiences and those of others (real and fictional). 	<p>History:</p> <ul style="list-style-type: none"> • Use dates where appropriate. • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Recognise that there are reasons why people in the past acted as they did. • Observe or handle evidence ask questions and find answers to questions about the past. • Use artefacts, pictures, stories, stories, online sources to find out about the past. • Recount changes that have happened in their parents'/ grandparents' lives. • Show an understanding of war and peace and civilisation. 	<p>Design & Technology:</p> <ul style="list-style-type: none"> • Cut, peel or grate ingredients safely and hygienically. • Measure or weigh using measuring cups or electronic scales. • Assemble or cook ingredients. • Explore objects and designs to identify likes and dislikes. • Suggest improvements to existing designs. 	
<p>Maths:</p> <ul style="list-style-type: none"> • Recognise, find, name and write fractions $1/3$, $1/4$, $2/4$ and $3/4$ of a length, shape, set of objects or a quantity. • Write simple fractions, for example $1/2$ of 6 = 3 and recognise the equivalence of $2/4=1/2$. • 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. • Compare and sequence intervals of time. • Using efficient methods to solve problems. • Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions about this data. • Use mathematical vocabulary to describe position, direction and movement including quarter, half and three quarter turns (clockwise and anti-clockwise). 	<p>Geography:</p> <ul style="list-style-type: none"> • Ask and answer geographical questions such as: what is this place like? What or who will I see in this place? What do people do in this place? • Use aerial photos and plan perspectives to recognise landmarks and basic physical features. • Identify the key features of a location in order to say whether it is a city or town. • Name and locate the world's continents and oceans. • Identify seasonal and daily weather patterns in the United Kingdom. • Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a contrasting non- European country. 	<p>PE:</p> <ul style="list-style-type: none"> • Perform locomotion skills (running, jumping, hopping, skipping, etc.) using a mature pattern. • Throw underarm in a mature pattern. • Develop an overarm throw. • Make simple decisions, e.g. which target to aim for. • Use the terms 'opponent' and 'teammate'. • Vary fundamental movement skills by using the movement adaptations of how, where and with whom or what, e.g. how much force to use when aiming at a target. • Decide when and where to pass. • Keep possession by passing and receiving a ball. • Recognise space on a court or pitch. • Participate in a group dance and talk about individual and group contributions. 	
<p>Science:</p> <ul style="list-style-type: none"> • 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. • Notice that animals, including humans, have offspring which grow into adults. • Investigate and describe the basic needs of animals, including humans, for survival (water, food and air). • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. • Perform simple tests including gathering and recording data to help answer questions. • Use their observations and ideas to suggest answers to questions. • Begin to notice patterns and relationships. 	<p>RE:</p> <ul style="list-style-type: none"> • Describe some of the teachings of a religion. • Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible. • Relate emotions to some of the experiences of religious figures studied. • Recognise, name and describe some religious artefacts, places and practices. • Identify the things that are important in their own lives and compare these to religious beliefs and texts. • Describe some of the teachings of a religion. • Recognise, name and describe some religious artefacts, places and practices. • Give clear, simple accounts of what texts mean to people of different faiths. • Recognise, name and describe some religious artefacts, places and practices. 		<p>Art & Design:</p> <ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints. • Explore different methods and materials as ideas develop. • Use some of the ideas of artists studied to create pieces. • Describe the work of notable artists, artisans and designers. • Use plaiting. • Use dip dye techniques.
<p>Computing:</p> <ul style="list-style-type: none"> • To show how music is made from a series of notes. • To create music for a purpose. • To say how music can make us feel. • To identify that there are patterns in music. • To describe how music can be used in different ways. • To review and refine our computer work. • To create a program using a given design. • To work out the actions of a sprite in an algorithm. • To change a given design. • To compare my project to my design. • To debug my program. 	<p>PSHCE:</p> <ul style="list-style-type: none"> • I accept that everyone's family is different. • I know which types of physical contact I like and don't like and can talk about this. • I know that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. • I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. • I can recognise the physical differences between boys and girls and use the correct name for parts of the body. 		<p>Music:</p> <ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Use symbols to represent a composition and use them to help with a performance. • Follow instructions on how and when to sing or play an instrument. • Play notes on an instrument with care so that they are clear. • Perform a range of songs in school assemblies and school performance opportunities.