



Brookland Infant & Nursery School

| Keystage 1 Curriculum Planning | | Information for Parents & Carers |
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| Year Group: 2 | Classes: Maple, Oak and Hazel | Term: Summer 2017 |
| Subject | Learning in school | Homework /How you can help |
| English | <ul style="list-style-type: none"> • To write non chronological reports • To write a letter • To read a range of myths and creation stories e.g. how the tiger got his stripes. • To understand how different diagrams are used e.g. flowchart, cyclical diagrams • To use a wide range of interesting vocabulary • To understand and use a range of appropriate punctuation e.g commas in a list, speech marks to show dialogue • To practise handwriting neatly, with clear ascenders and descenders and letters that sit on the line and to show lead in and lead out flicks to join letters • To use a contents page, index, glossary and recognise titles and headings • To write a poem | <ul style="list-style-type: none"> • Encourage your child to use interesting sentence starters e.g. Did you know...? Imagine if... Sometimes... Have you noticed...? • Write letters to friends and relatives noting the format and purposes for writing letters • Explore a range of different mythical and creation stories at home • Explore different types of diagrams in texts and discuss their uses • Discuss the choice of words that the author uses and their impact. Look up meanings of words that you are unsure of. Identify similes when reading. • Look at punctuation when reading and encourage your child to use it appropriately when completing their home learning activity • Practise neat handwriting at home (using sky, grass, worms!) • Explore information books for these pages. • Read poetry with your child and look at patterns within poetry and the structure of poetry |

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| <p>Maths</p> | <ul style="list-style-type: none"> • To order two-digit numbers and position them on a number line; use the greater than (>) and less than (<) signs • To round 2 and 3 digit numbers to the nearest 10 • To recall all addition and subtraction facts for each number to at least 10 and all pairs with totals to 20 • To know all pairs of multiples of 10 with totals up to 100 • To add/ subtract 9, 19, 11, 21 from a given number • To know all coins, find totals and give change • To use units of time (seconds, minutes, hours, days) and know the relationships between them and read the time to the quarter hour on an analogue and 12 hour digital clock • To read the numbered divisions on a scale • To name and describe 2D and 3D shapes and their properties. | <ul style="list-style-type: none"> • Look at different numbers in the local environment e.g. door numbers and talk about if they are greater or less than each other. Use number lines and position different numbers on it using the language of greater than and less than • Look at prices in the supermarket and round them to the nearest multiple of 10. • If you know that $3+7=10$ you also know that $7+3=10$, $10-3=7$ and $10-7=3$ • If you know that $8+2=10$ you also know that $80+20=100$ • Practise adding 10 or 20 and adjusting. e.g. to find out $16+19$ you can do $16+20=36$ then adjust by taking away 1. • Practise using real money to calculate totals at home/ in shops. • Practise telling the time with your child at every opportunity. Count round the clock in fives to gain understanding of minutes • Think about the measures you are using e.g. weight, capacity, length, height, time. Read the scale on the measuring tool e.g. bathroom scales, kitchen scales, rulers, watches, measuring jugs • Look for shapes in the environment (e.g. tin of beans) and discuss their properties, e.g. how many sides, faces, corners, edges |
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Topics: Staying Alive

Year 2

Some of the other areas of the curriculum are taught using a topic approach. Teachers may ask you for various resources or artefacts by putting a note on the window at the appropriate time. It would help if you could extend the childrens' own interest in these topics by using resources that you may have at home or can access in the local area (eg museums / library).

| Topic / Subject | Learning in school | Homework / How you can help |
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| Science | <p>Growing, investigations and mini beasts.</p> <ul style="list-style-type: none"> • To revise conditions needed for germination of a seed • To collect and plant own seeds • To carry out plant investigations • To investigate the life cycle of various mini beasts • To carry out fieldwork exploring the habitats of mini beasts • To begin to identify body parts of a mini beast • To recognise that different living things are found in different places • To understand that humans need a balanced, healthy diet and exercise in order to be fit and healthy • To understand what a food chain is | <ul style="list-style-type: none"> • Talk about what plants need to be healthy. • Look at plants and seeds at home e.g. in garden, seeds in fruits. Plant some seeds in the garden • Discuss the conditions needed for growing seeds. Look at what happens if a seed has no light/sun/air. • Discussing information books about mini beasts. Knowing that some minibeast young to not look like their parents, e.g. tadpoles, caterpillars • Encourage children to observe mini beasts in the garden or park • Talk about different body parts (head, thorax and abdomen) • Look in the garden, pond, woods, underground and see how these animals are adapted to living in their habitats. • Think about what you eat in school and at home and how healthy this is. Discuss what exercise we need. • Discuss what a food chain is and where food comes from |

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| | <ul style="list-style-type: none"> To understand the importance of eating the right amounts of different types of food and make a healthy snack | <ul style="list-style-type: none"> Talk to your child about a healthy plate and varied food types. Talk about food names eg: carbohydrate, protein and discuss the importance of a varied and nutritional diet. |
| Computing | <ul style="list-style-type: none"> To research information safely on the internet To understand that different information resources are accessed in different ways and that some facts on the internet may not be reliable To understand that there are a range of tools that can help locate information e.g. hyperlinks, hotspots, menus, icons and buttons To share and compare their experiences of finding information To save, locate and edit work To talk to an adult if any computing makes you feel uncomfortable or worried To understand that emails are a form of communication and understand about sending safe messages | <ul style="list-style-type: none"> Supervise your child using the internet to find out facts When researching facts double check what you have found out by referring to another source, e.g. books To navigate your way around websites talking about the tools you are using Discuss how other people find out information and share websites that you use regularly Set a folder on your computer your child can access and save work into. Practise retrieving their work for editing. Discuss E-Safety with your children and supervise their use of technology |
| Geography | <ul style="list-style-type: none"> To make simple maps and plans | <ul style="list-style-type: none"> Make maps of journeys you go on, discuss north, south, east and west. |
| D&T | <p>Winding mechanisms.</p> <ul style="list-style-type: none"> To identify the different parts of winding mechanisms e.g. pulley wheel, winder, axle, handle To plan their winding toy To use hand tools safely and appropriately in a range of focused tasks e.g. making a simple winding | <ul style="list-style-type: none"> Examine toys with winding mechanisms and name parts as a game with your child eg. Lego Please save <u>cereal boxes</u> for the children to use |

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| | <p>mechanism</p> <ul style="list-style-type: none">• To construct a handle to rotate the axle• To design and make a simple winding mechanism for a purpose (moving mini beast toy)• To evaluate the effectiveness of their toy | |
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| <p>Art</p> | <ul style="list-style-type: none"> • To represent mini beasts in a form of art medium e.g. collage, mosaic, pencils. • To look at famous paintings by <i>Georgia O'Keeffe</i> • To record from first hand observation • To design a printing motif • To use natural materials to create a weaving | <ul style="list-style-type: none"> • To look closely at different parts of minibeasts and match the colours, shape and texture • Look at other paintings by different artists and compare them • Look closely at different fruits and draw from first-hand experience • Look at wrapping paper, wallpaper, curtains etc and discuss how the print is repeated • collect natural materials to use for a weaving project |
| <p>PSHE</p> | <ul style="list-style-type: none"> • To know how to look after living things • To make healthy choices with food | <ul style="list-style-type: none"> • Involve your child in activities where they can begin to look after things e.g. watering the garden to look after the plants, moving worms to be in the soil etc • Talk about healthy choices for eating e.g. 5 fruit and vegetables each day |

| Subjects taught separately | | Year 2 |
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| The following areas of learning are taught discretely. | | |
| Subject | Learning in school | Home Learning / How you can help |
| PE | <p>Dance</p> <ul style="list-style-type: none"> To create and perform dances individually and within a group To listen and respond to music To vary dynamic, speed, direction and level of their movements <p>Games</p> <ul style="list-style-type: none"> To develop sending and receiving ball skills e.g. rolling, catching, throwing, kicking, hitting with a bat To develop an awareness of tactics in games | <ul style="list-style-type: none"> Discuss music the children listen to and how it makes them feel and move Play games related to the focus skills e.g. bowling, catch, bouncing games, football, rounders, cricket, tennis etc. |
| Music | <ul style="list-style-type: none"> To explore dynamics, beat and rhythm in music To compose and perform pieces of music with a beginning, middle and end To create a musical score representing sounds with symbols | <ul style="list-style-type: none"> Listen to different music and talk about the beat and rhythm Practise singing songs using dynamics (loud/soft) Think of ways of representing different sounds and make up symbols for different instruments |
| RE | <ul style="list-style-type: none"> To identify significant leaders within their lives To explore the religions Hinduism and Buddhism To raise questions about the natural world | <ul style="list-style-type: none"> Discuss leaders and authority figures within the community eg. Prime Minister, Brownie and Beaver leaders, Head teacher, Police etc. Discuss how these religions are similar/different to other faiths Discuss difficult questions and what people believe |