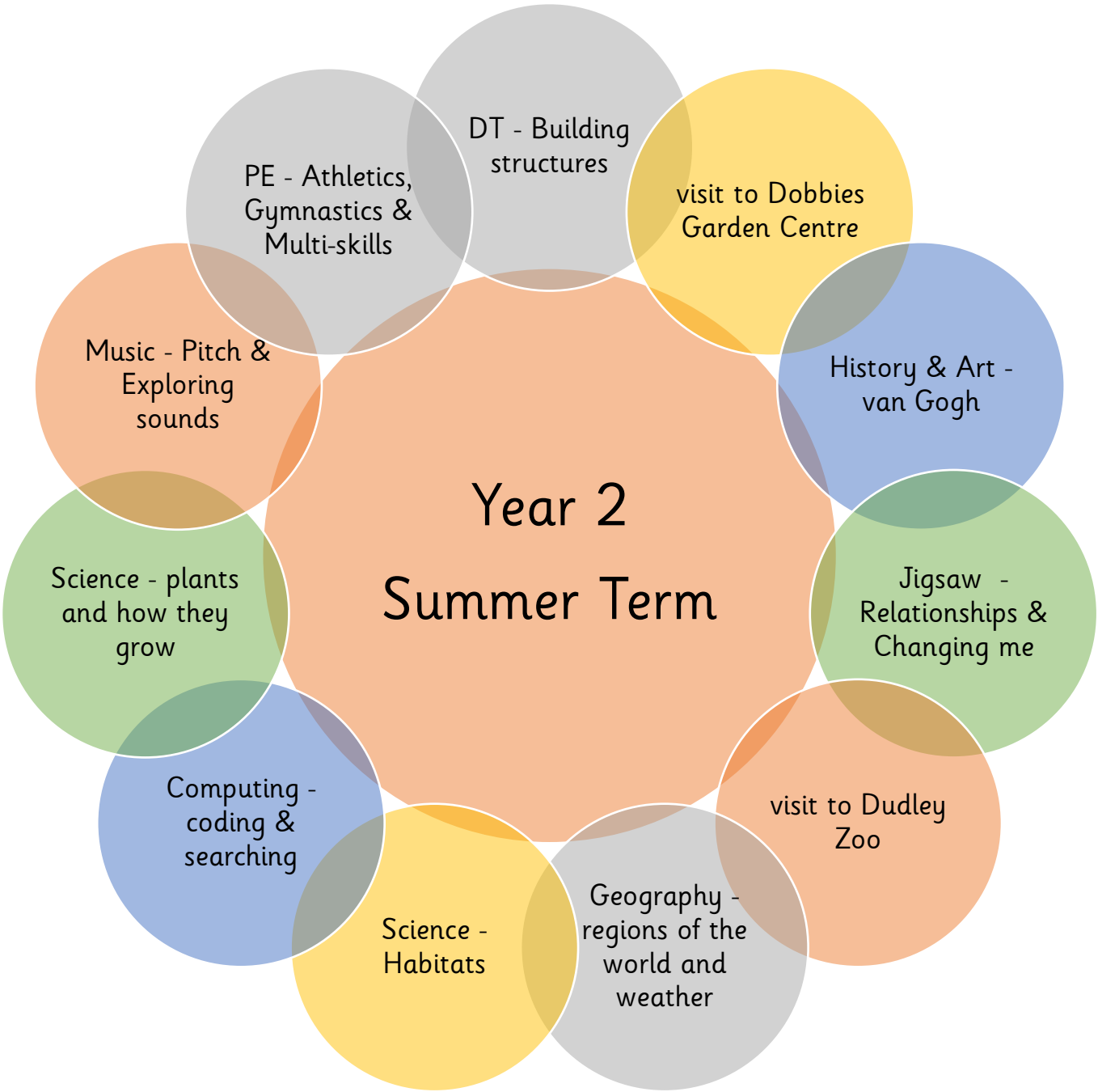
Donnington Wood Infant School and Nursery

In addition to phonics, reading, writing and maths we have the following exciting learning planned for this term -



More detail about specific learning in each area is on the back of this sheet.

Please talk to your child's teacher if you would like more information.

Donnington Wood Infant School and Nursery

Year 2 Summer Term

Phonics and Reading

- Read most common exception words (55+/64 Y2 words)
- Read words accurately without lots of sounding / blending, and fluently enough to focus on understanding rather than on decoding words
- Sound out most unfamiliar words accurately, without undue hesitation
- Check it makes sense to them , correcting any inaccurate reading

Literacy

- Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- Segment words into phonemes (represent these by graphemes) spelling many of these words correctly or making phonetically-plausible attempts
- Spelling many common exception words (40+/64 Y2 words)
- Write simple narratives about personal experiences and those of others
- Write about real events, recording these simply and clearly
- Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- Use spacing between words that reflects the size of the letters.
- Use present and past tense mostly correctly and consistently
- Use co-ordination (or / and / but) and some subordination (when / if / that / because) to join clauses

Science

Plants

- 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.

Habitats

- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- Identify and name a variety of plants and animals in their habitats, including micro-habitats.

Working Scientifically

- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions

Art

Drawing and painting (van Gogh)

- Use appropriate language to describe tools, process, etc
- Create different tones using light and dark.
- Use a viewfinder to focus on a specific part of an artefact before drawing.
- Make tints by adding white and make tones by adding black.
- Create moods in paintings.
- Say how other artists have used colour, pattern and shape.
- Create a piece of work in response to another artist's work.

DT

Structures

- Build simple structures.
- Improve structures by making them stronger, stiffer and more stable.
- Generate, develop, model and communicate their ideas through talking
- With support put ideas into practice.
- Choose appropriate materials. Suggest ways of manipulating them to achieve a desired outcome.
- Explain how finished products meet their design criteria and how to make future improvements.

Music

Pitch

- Understand pitch through singing, movement and note names
- Explore and develop an understanding of pitch using percussion instruments

Exploring sounds

- Perform a rhythmic chant and play and independent rhythm pattern accompaniment
- Perform an updated version of a traditional nursery rhyme with a rap section
- Listen in detail to a piece of orchestral music
- Compose music to illustrate a story

Leaver's Assembly Performance

Maths

- Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- Read scales in divisions of ones, twos, fives and tens
- Recall all number bonds to & within 10 and use these to reason with & calculate bonds to and within 20
- Add & subtract any 2 two-digit numbers using efficient strategy, explaining method verbally /in pictures /using apparatus
- Recall multiplication & division facts for 2, 5 & 10 and use to solve simple problems, demonstrating an understanding of commutativity as necessary
- Identify 1/4, 1/3 , 1/2 , 2/4, 3/4, of a number or shape, and know that all parts must be equal parts of the whole
- Read the time on a clock to the nearest 15 minutes
- Use different coins to make the same amount
- Name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry

Computing

Coding

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.

Searching

- Use technology safely and respectfully, keeping personal information private.
- Recognise common uses of information technology beyond school.

RE

Holy Words

- Why do religious people love their scriptures?
- Why are Scriptures important for religious people?
- What can different religious people learn from stories?

Symbols of belonging (Hindu, Muslim Christian)

- What are symbols?
- Why are symbols important in life?
- What religious symbols do people use?

PSHE (Jigsaw)

Relationships

- I can explain why some things might make me feel uncomfortable in a relationship & compare this with relationships that make me feel safe & special.
- I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.

Changing me

- I can use correct terms to describe private parts & explain why they are private.
- I can explain why some types of touches feel OK and others don't.
- I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.

History

van Gogh

- Know where people and events fit within a chronological framework
- Study-the lives of significant individuals who contributed to national and international achievements
- Understand some of the ways in which they find out about the past and identify different ways in which it is represented
- Ask and answer questions
- Use a wide vocabulary of everyday historical terms

Geography

Regions and weather

- Use simple compass directions (NSEW) & locational & directional language [for example, near & far; left & right], to describe location
- Show awareness that the weather may vary in different parts of the UK and in different parts of the world.
- Describe which continents have significant hot or cold areas and relate these to the Poles and Equator.

PE

- Athletics, Gymnastics & Multi-skills