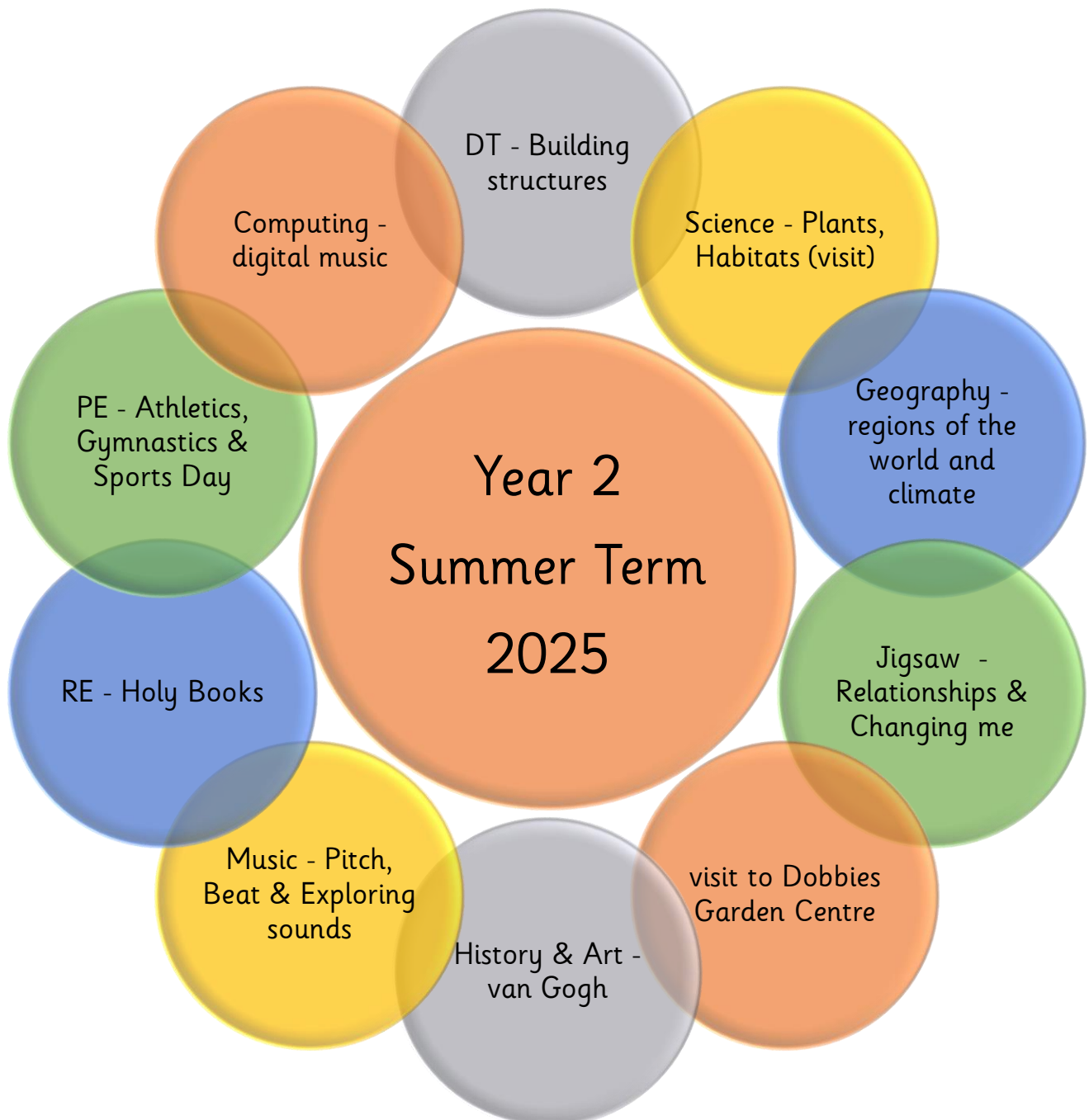


Donnington Wood Infant School and Nursery

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 2025



Phonics and Reading	Maths
Read most common exception words (55+/64 Y2 words)	<u>Geometry: shape 2D & 3D</u>
Read words accurately without lots of sounding / blending, and fluently enough to focus on understanding rather than on decoding words	Name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry
Sound out most unfamiliar words accurately, without undue hesitation	<u>Geometry: Position and direction</u>
Check it makes sense to them, correcting any inaccurate reading	Describe movements and turns
Literacy	Make patterns with shapes
Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	<u>Measurement: Capacity</u>
Segment words into phonemes (represent these by graphemes) spelling many of these words correctly or making phonetically-plausible attempts	Compare volume
Spelling many common exception words (40+/64 Y2 words)	Understand, use and read scales - millilitres, litres, temperature
Write simple narratives about personal experiences and those of others	<u>Number: Consolidation</u>
Write about real events, recording these simply and clearly	Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required	Read scales in divisions of ones, twos, fives and tens
Use spacing between words that reflects the size of the letters.	Recall all number bonds to & within 10 and use these to reason with & calculate bonds to and within 20
Use present and past tense mostly correctly and consistently	Add & subtract any 2 two-digit numbers using efficient strategy, explaining method verbally /in pictures /using apparatus
Use co-ordination (or / and / but) and some subordination (when / if / that / because) to join clauses	Recall multiplication & division facts for 2, 5 & 10 and use to solve simple problems, demonstrating an understanding of commutativity as necessary
Science	Visit
<u>Plants</u>	<u>Measurement: Time</u>
Observe and describe how seeds and bulbs grow into mature plants.	Read the time on a clock to the nearest 5 minutes
Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Understand and compare durations of time (hours, days, weeks)
<u>Habitats</u>	<u>Measurement: Money</u>
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	Find the difference between and amounts of money and calculate 'change'
Identify and name a variety of plants and animals in their habitats, including micro-habitats.	<u>Problem solving & efficient methods</u>
<u>Working Scientifically</u>	Computing
Using their observations and ideas to suggest answers to questions	<u>Digital music</u>
Gathering and recording data to help in answering questions	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
Art	RE
<u>Drawing and painting (van Gogh)</u>	<u>Holy Words</u>
Use appropriate language to describe tools, process, etc	Why do religious people love their scriptures?
Create different tones using light and dark.	Why are Scriptures important for religious people?
Use a viewfinder to focus on a specific part of an artefact before drawing.	What can different religious people learn from stories?
Make tints by adding white and make tones by adding black.	PSHE (Jigsaw)
Create moods in paintings.	<u>Relationships</u>
Say how other artists have used colour, pattern and shape.	I can explain why some things might make me feel uncomfortable in a relationship & compare this with relationships that make me feel safe & special.
Create a piece of work in response to another artist's work.	I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.
DT	<u>Changing me</u>
<u>Structures</u>	I can use correct terms to describe private parts & explain why they are private.
Build simple structures.	I can explain why some types of touches feel OK and others don't.
Improve structures by making them stronger, stiffer and more stable.	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.
Generate, develop, model and communicate their ideas through talking	History
With support put ideas into practice.	<u>van Gogh</u>
Choose appropriate materials. Suggest ways of manipulating them to achieve a desired outcome.	Know where people and events fit within a chronological framework
Explain how finished products meet their design criteria and how to make future improvements.	Study the lives of significant individuals who contributed to national and international achievements
Music	Understand some of the ways in which they find out about the past and identify different ways in which it is represented
<u>Pitch</u>	Ask and answer questions
Sing with expression, paying attention to the pitch shape of the melody	Use a wide vocabulary of everyday historical terms
Accompany a song with vocal, body percussion and instrumental ostinati	Geography
Identify rising and falling pitch	<u>Regions and weather</u>
Understand pitch through singing, movement, and note names	Use simple compass directions (NSEW) & locational & directional language [for example, near & far; left & right], to describe location
<u>Exploring sounds</u>	Show awareness that the weather may vary in different parts of the UK and in different parts of the world.
Compose music to illustrate a story	Describe which continents have significant hot or cold areas and relate these to the Poles and Equator.
Listen in detail to a piece of orchestral music	PE
<u>Beat</u>	Athletics, Gymnastics, Sports Day
Explore different ways to organise music	
Perform and create simple three- and four-beat rhythms using a simple score	
<u>Leaver's Assembly Performance</u>	