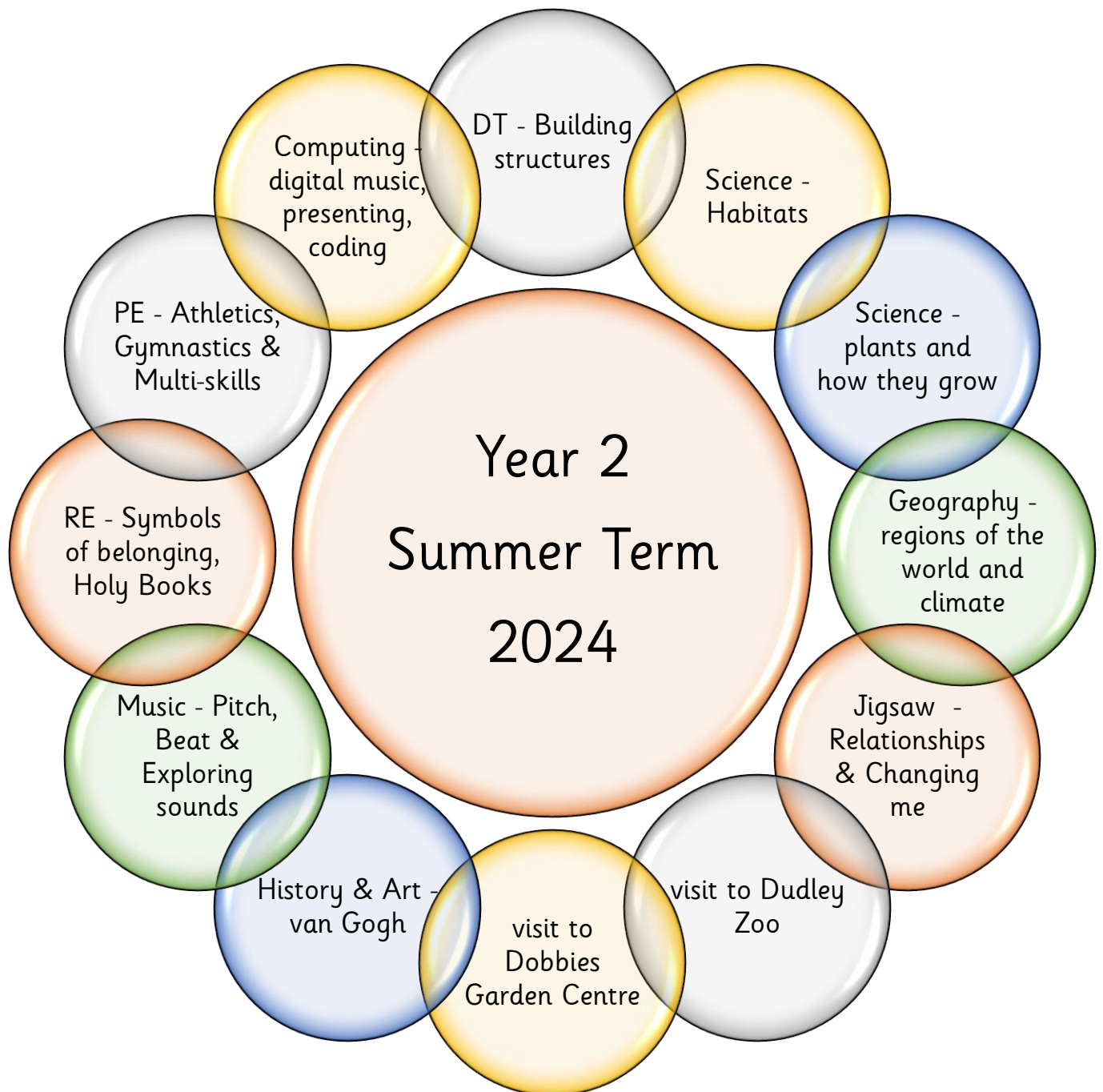


Donnington Wood Infant School and Nursery

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 2024



Phonics and Reading	Maths
Read most common exception words (55+/64 Y2 words)	Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
Read words accurately without lots of sounding / blending, and fluently enough to focus on understanding rather than on decoding words	Read scales in divisions of ones, twos, fives and tens
Sound out most unfamiliar words accurately, without undue hesitation	Recall all number bonds to & within 10 and use these to reason with & calculate bonds to and within 20
Check it makes sense to them, correcting any inaccurate reading	Add & subtract any 2 two-digit numbers using efficient strategy, explaining method verbally /in pictures /using apparatus
Literacy	Recall multiplication & division facts for 2, 5 & 10 and use to solve simple problems, demonstrating an understanding of commutativity as necessary
Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	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
Segment words into phonemes (represent these by graphemes) spelling many of these words correctly or making phonetically-plausible attempts	Read the time on a clock to the nearest 15 minutes
Spelling many common exception words (40+/64 Y2 words)	Use different coins to make the same amount
Write simple narratives about personal experiences and those of others	Name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry
Write about real events, recording these simply and clearly	Computing
Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required	<u>Presenting</u>
Use spacing between words that reflects the size of the letters.	Use technology purposefully to create, organise, story, manipulate and retrieve digital content.
Use present and past tense mostly correctly and consistently	<u>Coding</u>
Use co-ordination (or / and / but) and some subordination (when / if / that / because) to join clauses	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
Science	Create and debug simple programs.
<u>Plants</u>	Use logical reasoning to predict the behaviour of simple programs.
Observe and describe how seeds and bulbs grow into mature plants.	<u>Digital music</u>
Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Use technology purposefully to create, organise, story, manipulate and retrieve digital content.
<u>Habitats</u>	RE
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	<u>Holy Words</u>
Identify and name a variety of plants and animals in their habitats, including micro-habitats.	Why do religious people love their scriptures?
<u>Working Scientifically</u>	Why are Scriptures important for religious people?
Using their observations and ideas to suggest answers to questions	What can different religious people learn from stories?
Gathering and recording data to help in answering questions	<u>Symbols of belonging (Hindu, Muslim Christian)</u>
Art	What are symbols?
<u>Drawing and painting (van Gogh)</u>	Why are symbols important in life?
Use appropriate language to describe tools, process, etc	What religious symbols do people use?
Create different tones using light and dark.	PSHE (Jigsaw)
Use a viewfinder to focus on a specific part of an artefact before drawing.	<u>Relationships</u>
Make tints by adding white and make tones by adding black.	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 moods in paintings.	I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.
Say how other artists have used colour, pattern and shape.	<u>Changing me</u>
Create a piece of work in response to another artist's work.	I can use correct terms to describe private parts & explain why they are private.
DT	I can explain why some types of touches feel OK and others don't.
<u>Structures</u>	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.
Build simple structures.	History
Improve structures by making them stronger, stiffer and more stable.	<u>van Gogh</u>
Generate, develop, model and communicate their ideas through talking	Know where people and events fit within a chronological framework
With support put ideas into practice.	Study-the lives of significant individuals who contributed to national and international achievements
Choose appropriate materials. Suggest ways of manipulating them to achieve a desired outcome.	Understand some of the ways in which they find out about the past and identify different ways in which it is represented
Explain how finished products meet their design criteria and how to make future improvements.	Ask and answer questions
Music	Use a wide vocabulary of everyday historical terms
<u>Pitch</u>	Geography
Sing with expression, paying attention to the pitch shape of the melody	<u>Regions and weather</u>
Accompany a song with vocal, body percussion and instrumental ostinati	Use simple compass directions (NSEW) & locational & directional language [for example, near & far; left & right], to describe location
Identify rising and falling pitch	Show awareness that the weather may vary in different parts of the UK and in different parts of the world.
Understand pitch through singing, movement, and note names	Describe which continents have significant hot or cold areas and relate these to the Poles and Equator.
<u>Exploring sounds</u>	
Compose music to illustrate a story	
Listen in detail to a piece of orchestral music	
<u>Beat</u>	
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>	
PE	
Athletics, Gymnastics, Yoga & Multi-skills	