

Dear Parents

The table below outlines our class overview for the Summer Term 2010

This will give you the opportunity to provide valuable home links essential to your child's overall education. Many occasions will arise where parents can reinforce the work the children are engaged in at school.

It may be day-to-day activities, a visit to a relevant place of interest or time spent at the local library researching information linked to a topic. The support and time spent at home is appreciated and will assist us in educating your child

## Year: 2

SUBJECT	TERMLY OVERVIEW
RE	<p><b>Eastertide</b>-Jesus rose from the dead. He promised to send the Holy Spirit. The story of Pentecost. The resurrection gives us hope and comfort. Jesus promised to return again.</p> <p><b>The Church is Born</b>-The apostles receive the Holy Spirit and spread the good news. We can help to spread the good news. We are part of the Christian community. We can learn from how the early Christian community lived , doing as Jesus did. God worked through the apostles. He works through us now. Know the story of Peter's escape from prison and reflect on its meaning.</p>
PSHE	<p><b><u>Rights and Responsibilities</u></b> - The right to Medical Care, Looking after a Pet, The right to Education.</p> <p><b><u>Feelings and Relationships</u></b> - Understanding Sickness and Disease</p> <p><b><u>Right and Wrong</u></b> - Fairness, Selfishness and Stealing, Telling Lies</p> <p><b><u>Choices</u></b> - How to Play</p>
ENGLISH	<p><b><u>STORIES</u></b> - Extended Stories, stories by a significant author and texts with language play</p> <p><b><u>NON- FICTION</u></b> - Non-chronological reports, information books,</p> <p><b><u>SPELLING WORK</u></b> - Blending and reading different phonemes, spelling strategies, high frequency words, suffixing with 'ful' and 'ly', synonyms and antonyms.</p> <p><b><u>GRAMMAR AND PUNCTUATION</u></b> - Using correct punctuation, commas, full stops, capital letters, question marks etc, re-reading and checking writing, using accurate verb tenses, subject-verb agreement, past and present tense.</p> <p><b><u>READING AND WRITING</u></b> - Reading for meaning, using expression and intonation, predicting, discussing opinions, retelling stories, writing stories with more detailed characters and settings, scanning and skimming, comparing stories, writing riddles and tongue twisters.</p>

<b>MATHS</b>	<p><b><u>MENTAL / ORAL:</u></b> Knowing the multiplication and division facts of the 2,5 and 10x tables, recognising odd and even numbers, addition facts to 20, recalling pairs of multiples of 10 that make 100.</p> <p><b><u>NUMBER:</u></b> Counting in steps of 3 and 4, rounding numbers less than 100 to the nearest 10, understanding addition and subtraction, and multiplication and division, as the inverse of each other, adding and subtracting two and three digit numbers mentally, choosing appropriate operations and calculation strategies, solving problems involving money.</p> <p><b><u>SHAPE AND SPACE:</u></b> Recognising halves and quarters of numbers and shapes, describing position direction and movement, recognising right angles, identifying 3D and 2D shapes and their properties.</p> <p><b><u>MEASURES:</u></b> Using the correct units and equipment for measurements, solve problems involving measures.</p> <p><b><u>HANDLING DATA:</u></b> Solving problems by sorting, classifying and organising information in a table, pictogram or block graph, discussing and explaining results.</p>
<b>SCIENCE</b>	<p><b><u>PLANTS AND ANIMALS IN THE LOCAL ENVIRONMENT:</u></b> The children will be learning about plants and animals in the immediate environment; how different environments result in different animals and plants being found there; identifying qualities of living things.</p> <p><b><u>VARIATION:</u></b> The children will be learning about the variety of different living things within their local environment; using differences and similarities to sort living things; consider how to treat living things with sensitivity.</p>
<b>ICT</b>	<p><b><u>WRITING STORIES</u></b> - The children will be learning how to use a word processing program to produce stories and other written text.</p>
<b>ART</b>	<p><b><u>CAN BUILDINGS SPEAK?</u></b> - Exploring shape and patterns in buildings and using this as starting points for artwork, finding out about texture, making relief sculptures.</p>
<b>GEOGRAPHY 1</b>	<p><b><u>How Can we Make Our Local Area Safer?</u></b> - Investigating a local issue - parking, involving observational fieldwork leading to a decision-making exercise about improving the quality of their immediate environment.</p>
<b>GEOGRAPHY 2</b>	<p><b><u>GLOBAL EYE</u></b> - The children will be learning about the workings of the eye and find out how young people are fitted with spectacles in their local area and other parts of the world, in particular Africa.</p>
<b>DT</b>	<p><b><u>Winding up</u></b> - Introducing children to the concept of winding mechanisms, making a winding mechanism with construction kits and other materials.</p>
<b>PE</b>	<p><b><u>GAMES ACTIVITIES</u></b> - Improving and applying basic skills in games such as dodging opponents, using a space to avoid opponents, keeping the ball and scoring points. Basic tennis skills.</p> <p><b><u>Gymnastics</u></b> Children focus on increasing their range of basic gymnastic skills. They create simple sequences of 'unlike' actions on the floor, eg a roll, jump and a shape. They then transfer what they learn on the floor to apparatus.</p> <p><b><u>Athletics</u></b> Running, jumping and throwing skills.</p>
<b>MUSIC</b>	<p><b>Group composing</b> - rhythm patterns</p> <p><b>Tempo and texture</b> - jumps and steps</p>