



## Year 2 Summer Second Half Term 2023 Newsletter

<b>Reading</b>	<ul style="list-style-type: none"> <li>- Reading skills for the year group will be covered throughout this term and visited on a regular basis each term.</li> </ul>
<b>Writing</b>	<p><b>Genres – Poetry, Stories by the same author</b></p> <ul style="list-style-type: none"> <li>- Use full stops, capital letters, question marks and exclamation marks.</li> <li>- Use commas, subordination (when, if that, because) and co-ordination (or, and, but) conjunctions in their writing.</li> <li>- Use the different sentence types in their writing – statements, command, questions and exclamation sentences.</li> <li>- To begin to use expanded noun phrases.</li> <li>- To form lower-case letters to the correct size relative to one another.</li> <li>- To make simple additions, revisions and corrections to their writing by: evaluating writing with others; re-reading to check that it makes sense.</li> </ul>
<b>Maths</b>	<p><b>Arithmetic</b></p> <ul style="list-style-type: none"> <li>- Solve problems with addition and subtraction: using concrete objects and pictorial representations; applying their increasing knowledge of mental and written methods.</li> <li>- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.</li> <li>- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> <li>- Recognise, find, name &amp; write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity.</li> </ul>
<b>Science</b>	<p><b>Living things and habitats</b></p> <ul style="list-style-type: none"> <li>- Explore and compare the differences between things that are living, dead, and things that have never been alive.</li> <li>- 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.</li> <li>- Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> <li>-</li> </ul>
<b>Computing</b>	<p><b>E-Safety</b></p> <p><b><u>Health, Well-being and Lifestyle</u></b></p> <ul style="list-style-type: none"> <li>• I can explain simple guidance for using technology in different environments and settings.</li> <li>• I can say how those rules/guides can help me.</li> </ul> <p><b><u>Self-image and Identity</u></b></p> <ul style="list-style-type: none"> <li>• I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help.</li> <li>• I can explain how other people's identity online can be different to their identity in real life.</li> <li>• I can describe ways in which people might make themselves look different online.</li> </ul> <p><b><u>Privacy and Security</u></b></p> <ul style="list-style-type: none"> <li>• I can describe how online information about me could be seen by others.</li> <li>• I can describe and explain some rules for keeping my information private.</li> <li>• I can explain how many devices in my home could be connected to the internet and can list some of those devices.</li> <li>•</li> </ul>

<b>Physical Education</b>	<b>Athletics</b> <ul style="list-style-type: none"> <li>- To show balance and co-ordination when running at different speeds</li> <li>- To develop the sprinting action</li> <li>- To show balance when changing direction</li> <li>- To link running and jumping movements with some control and balance</li> <li>- To experiment with different types of jumps and landing</li> <li>- To show good technique when throwing towards a target</li> <li>- To developing throwing for distance</li> <li>- To describe how my body feels during exercise</li> </ul>
<b>Geography</b>	<b>Brazil and Sweden</b> <ul style="list-style-type: none"> <li>- To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting use basic geographical vocabulary to refer to non-European country</li> <li>▪ To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> </ul>
<b>Music</b>	<b>From my Window</b> Performing <ul style="list-style-type: none"> <li>• Perform simple patterns and accompaniments keeping a steady pulse</li> <li>• Perform with others</li> <li>• Play simple rhythmic patterns on an instruments</li> </ul> Composing <ul style="list-style-type: none"> <li>• Order sounds to create a beginning, middle and end</li> <li>• Create music in response to a given theme</li> <li>• Use symbols to represent sound</li> <li>• Make connections between notation and musical sounds</li> </ul> Appraising <ul style="list-style-type: none"> <li>- Improve my own work</li> </ul>
<b>RSHE</b>	<b>Staying Safe</b> <ul style="list-style-type: none"> <li>• To know that household products, including medicines, can be harmful if not used properly.</li> <li>• Rules for and ways of keeping physically and emotionally safe in the local environment (including rail, water and fire safety).</li> <li>• To recognise that they share a responsibility for keeping themselves and others safe physically, emotionally and online, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.</li> <li>• To how to get help in an emergency (how to dial 999 and what to say)</li> </ul>

Every day is a special day but particularly Special Days this Half Term will be:	
Usborne Book Fair	12 <sup>th</sup> June and 13 <sup>th</sup> June
Poetry Competition	16 <sup>th</sup> June
Father's day	18 <sup>th</sup> June
Zoo event	19 <sup>th</sup> June
Year 2 to meet Year 3 on field	11 <sup>th</sup> July
Trip to Braintree School Museum	12 <sup>th</sup> July
Leaver's assembly	19 <sup>th</sup> July and 20 <sup>th</sup> July

