





Year 2

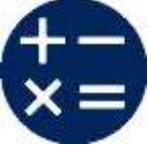




Welcome back to a new term at The Duke of Bedford! We hope you had a relaxing and joyful Easter break and cannot wait to get going with another busy and exciting term in school. Below is a short description of the learning that will be taking place across the curriculum for the duration of the Summer term in your child's class. Please remember to check updates on Seesaw. As always, should you wish to discuss anything at all, please do not hesitate to come and speak to us.






Yours sincerely,
Mrs Cook, Miss Noble and Mrs Lewis

Year 2 PE days
Friday (Summer 1)
Monday & Friday (Summer 2)
Please ensure that **all jewellery is removed** for PE days.

Swimming dates:
Thursday 23rd April, 30th April, 7th May, 14th May, 21st May

Subject	Term 1	Term 2
PSHE 	<u>Sex and Relationship education</u> The children will learn that humans produce babies that grow into children and then into adults. They will also consider the ways they have changed physically since they were born. Children will consider their needs and responsibilities now and compare these with when they were younger.	<u>Healthy and Safer lifestyles - Digital Lifestyles</u> Privacy and security. The children will explore what is meant by private and keeping things private. They will describe and explain some rules for keeping personal information private. (e.g. creating and protecting passwords) <u>Economic Wellbeing - Financial capabilities</u> The children will explore the questions: Where does money come from and where does it go when we 'use' it? How might I get money and what can I do with it? How do we pay for things?
English 	<u>The King Who Banned The Dark</u> We will use this book to write a letter to persuade. In our writing we will be continuing to use noun phrases and expanded noun phrases. Using strong words for description. We will be exploring how to use command sentences to make our writing persuasive and bossy! For our second piece, we will be writing a story about something that gets banned. The children will use the ideas gained from the original story (vehicle text) but focus on something new.	<u>Rosie Revere Engineer</u> We will use the book to plan and write a narrative set in an alternative setting with a new character and invention. In our writing we will continue to rehearse key skills of: accurate sentence punctuation (capital letters, full stops, ? or !), adventurous word choices, conjunctions to extend our ideas and neat handwriting (encouraging some joining). For our second written piece, we will think about our ideas for a new invention and write an explanation text to clarify how the different parts of the machine work. We will use numbers, bullet points or headings to organise our work and will develop technical vocabulary to make our instructions clear.
Class Book	George's Marvellous Medicine	The Enchanted Wood

<p>Maths</p> 	<p style="text-align: center;">Fractions</p> <p style="text-align: center;">Unit fraction (1 part) Non-unit fractions (more than 1 part) Recognise the equivalence of half and two quarters find half of a shape or number find quarter of a shape or number Recognise three-quarters & find 3/4 of a shape or number Count in fractions up to a whole</p> <p style="text-align: center;">Time</p> <p style="text-align: center;">O' clock/half past 1/4 past/to tell the time past and to the hour tell time to 5 mins</p>	<p style="text-align: center;">Statistics</p> <p style="text-align: center;">Make tally charts Tables Block diagrams Draw pictograms Interpret pictograms Draw pictograms (with values of 2, 5 and 10) Interpret pictograms (with values of 2, 5 and 10)</p> <p style="text-align: center;">Position and direction</p> <p style="text-align: center;">Language of position (left, right, above, below) Describe movement (anti/clockwise) Describe turns Describe movement and turns (1/4, half, full turn) Shape patterns with turns</p>
<p>Science</p> 	<p style="text-align: center;"><u>Growing plants</u></p> <p>In this unit children will explore how seeds and bulbs grow into mature plants. They will investigate what plants need to grow and will find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Children will discover where seeds come from by investigating fruits and seeds in their local environment. They will carefully observe and sort seeds and will also recognise how some plants are able to grow from bulbs. They will plant a variety of seeds, describing how they grow. Children will have the opportunity to plant seeds and to observe growth.</p>	<p style="text-align: center;"><u>Living things</u></p> <p>In this unit children will make comparisons between things that are alive, things that are not alive, and things that were once alive. They will sort and compare animals, plants and non-living things and will create a list of features of living things. Children will notice that living things have offspring which resemble their parents and that they themselves grow into adults which reproduce. Children will order the stages of growth of humans from birth to old age.</p>
<p>Computing</p> 	<p style="text-align: center;"><u>Creating Media - Digital Music</u></p> <p>In this unit, the children will listen to a variety of pieces of music and consider how music can make them think and feel. They will compare creating music digitally and non-digitally, looking at patterns and purposefully create music.</p>	<p style="text-align: center;"><u>Programming Quizzes</u></p> <p>This unit initially recaps on learning from the Year 1 ScratchJr unit 'Programming B - Programming animations'. The children begin to understand that sequences of commands have an outcome, and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr, and realise these designs in ScratchJr using blocks of code. Finally, they evaluate their work and make improvements to their programming projects.</p>
<p>D&T</p> 		<p style="text-align: center;"><u>Perfect Pizzas</u></p> <p>In our food technology we will be learning about healthy eating and a balanced diet. The children will explore a variety of healthy toppings and a range of pizza bases deciding which is best for their own pizza. Children will go on to design, make and evaluate their pizzas. They will develop their grating, cutting and spreading skills.</p>
<p>Art</p> 	<p style="text-align: center;"><u>Be an Architect</u></p> <p>This unit gives pupils the opportunity to explore architecture. We start with an exploration of architects and some of the ways they work, and pupils then go on to create their own architectural model.</p>	

<p>Geography</p> 		<p><u>Africa: Mugurameno Village</u></p> <p>We will be comparing our life and climate in Thorney to life and climate of an African village in Zambia. We will use maps and atlases to locate Africa and Zambia. We will use aerial images and maps to compare human and physical features.</p>
<p>History</p> 	<p><u>Queens</u></p> <p>The children will explore the role of a monarch. They will order UK monarchs and understand the importance of Queen Elizabeth I and Queen Victoria. They will compare the two monarchs, learning about similarities and differences between the two Queens.</p>	
<p>PE</p> 	<p><u>Athletics</u></p> <p>We will be developing our sprinting, jumping and throwing skills. We will take part in a variety of races that develop speed and agility.</p> <p><u>Swimming</u></p> <p>This will be an opportunity to develop water confidence and swimming strokes.</p>	<p><u>Rounders</u></p> <p>Following on from our cricket unit last half term we will continue to develop our striking and fielding skills. We will enjoy playing small games that develop these skills.</p> <p><u>Tag Rugby</u></p> <p>This unit of learning children will master basic movements including running, jumping, throwing and catching. Develop balance, agility and coordination, and then begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.</p>
<p>RE</p> 	<p><u>Why are there different places of worship?</u></p> <p>This term we will be looking at Christian, Muslim and Jewish places of worship and how these special places are used to celebrate weddings in different faiths. We will also look at non-religious weddings and how these are celebrated. We will make comparisons and share our own experiences of Weddings and marriage.</p>	<p><u>What can we learn from stories of faith?</u></p> <p>In this unit of work we will be looking closely at significant stories from different world faiths and considering the morals and meanings behind them. We will study and retell the stories of The Good Samaritan, David and Goliath and The Crying Camel.</p>
<p>Music</p> 	<p><u>Friendship Song</u></p> <p>We will be listening to and appraising a range of songs around the theme of friendship as well as learning the words to the 'Friendship Song'. We will play a range of percussion and tuned instruments to the song developing our pulse and rhythm.</p>	<p><u>Samba</u></p> <p>We will be learning about different Samba instruments and how to hold and play them. We will learn how to repeat and play different musical rhythms as a group.</p>