

Princess Frederica Primary School

Termly Overview

Year 2

Summer 2024

Class teachers Ms Varga, Ms Brommage and support teachers Ms Hurley, Ms Roulston, Ms Howell and Miss Lia



As always, we have much planned for the term ahead, and the following overview will outline what your child is learning about in class, as well as some important dates to note for this term. More detailed information about what children will be learning will be shared by class teachers through knowledge organisers which are also posted on the school website.

Important dates for your diary

Summer 1 : Monday 15th April - Friday 24th May at 3:30pm

- School Improvement Briefing for parents is at 9:00 am on Friday 17th May
- 2 Honeysuckle Class Assembly on Friday 17th May at 10am
- We break up for half term on Friday 24th May at 3:30pm and we return on Monday 3rd June

Spring 2: Monday 3rd June - Friday 19th July at 1:30pm

- Year 2 sleepover is on Friday 7th June from 6:30pm to 9:00am Saturday 8th June
- End of term church service at St Martins is at 10:00 am on Friday 19th July
- We break up for the term on Friday 19th July at 1:30pm

Our Christian Values

As always we will be focusing on teaching an engaging broad curriculum which will involve reading a whole variety of different genres of texts, as well as 'living our Christian values': **Growth, Unity, Kindness and Faith**

At the centre of the school we have our school vision "Belonging, learning and growth for life in all its fullness."

For more detailed information on our school vision, values and ethos we encourage you to visit our website: <http://www.princessfrederica.brent.sch.uk/>

Learning in our class this term

Our curriculum is designed to develop children's character, intellect and curiosity. We have high aspirations for our children and aim to offer them a broad, challenging, engaging and diverse curriculum.

By the time children leave our school they will:

- Be kind, confident, well-mannered, thoughtful members of society who embody our Christian values.
- Speak confidently and in Standard English, with a broad range of vocabulary, in formal situations, for example children should be able to argue a point and greet a visitor.
- Have knowledge of a core set of books and poetry that they can make links to and draw upon.

- Have a broad general knowledge and understanding of the world for example of historical facts, geographical sense of place and religions.
- Understand the cultural and historical influences that have shaped this area of London.
- Be ambitious for their futures, expecting that he or she can follow career paths that take them onto higher education such as university or an apprenticeship.
- Enjoy and appreciate the arts and be able to participate in performances, for example music, poetry, dance and drama.
- Understand their body, how to keep it healthy and enjoy participating in sporting activities.
- Have healthy relationships with an age-appropriate understanding of sex education.
- Be able to keep themselves safe (both online and on the streets) and know how to avoid confrontation and resolve disputes peacefully through restorative approaches.
- Have a love of learning and self-efficacy around studying.
- Be passionate about looking after our world and take active responsibility for making a difference in our world.
- Understand and value the concepts of Global Human Values and contribute positively to our community.
- Respect each other regardless of race, religion, ethnicity, culture, gender, disability and wealth.
- Be courageous advocates for the causes they believe in.
- Be anti-racist and call out injustice.

Below is more information about the subjects we will be covering this term (please also refer to our knowledge organisers on the school website).

- Geography: Jamaica.
- History: By the Seaside (Holidays in the past) .
- Religious Education: Islam and Christianity
- Science: Plants, Seasons, Living things in their habitats.
- Computing: investigating databases, debugging and binary trees.
- Art/DT: Collage, Op Art and Sewing
- Music: Ukulele and Ghanaian Dance
- Relationships, sex and health education: Celebrating difference and Understanding Bullying.
- Texts we will be reading as a whole class are:
 - Gregory Cool by Caroline Binch
 - The True Story of the Three Little Pigs by Scieszka
 - The Three Little Wolves and the Big Bad Pig by Eugene Trivizas

Learning objectives

This half term children in Year 2 will be working on the following objectives in the core subjects:

Mathematics

I can:

- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100

I know that $8 - 4 =$ _____

So I know that

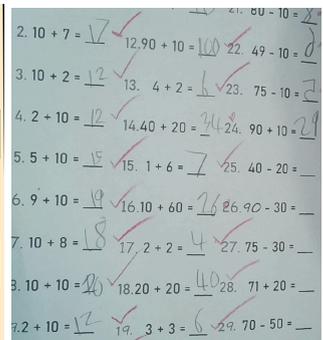
$18 - 4 =$

$28 - 4 =$

$38 - 4 =$

Fill in the missing parts to find the number bonds to 20:

20		20	
	2	13	
20		20	
10		11	



- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$

Estimate
How much does it weigh?

3g 30g 3kg 30kg

What is the weight of the parcel?

Compare mass
Put these in order from lightest to heaviest.

$<$ $<$

Which units measure length?

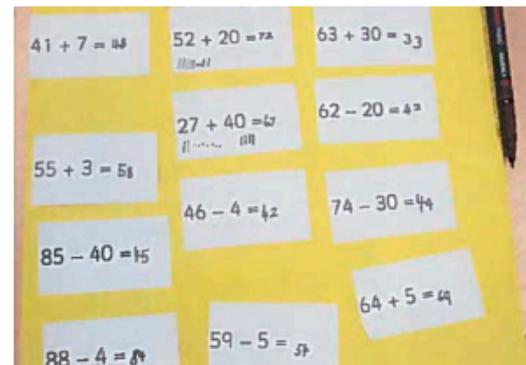
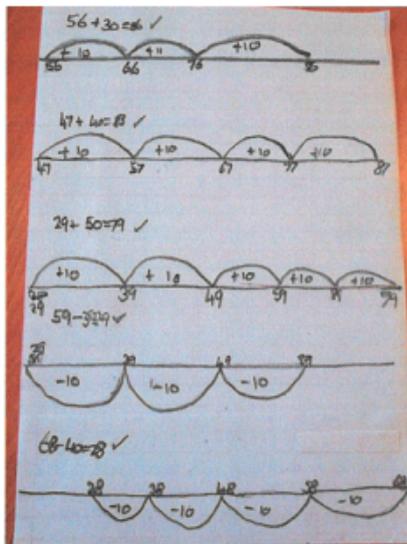
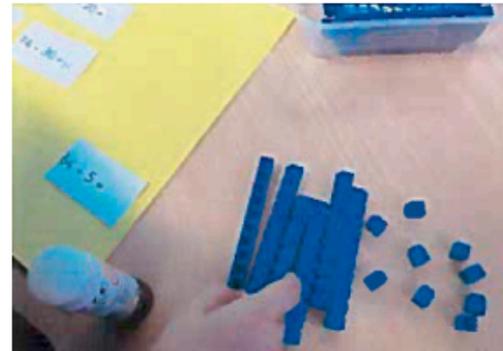
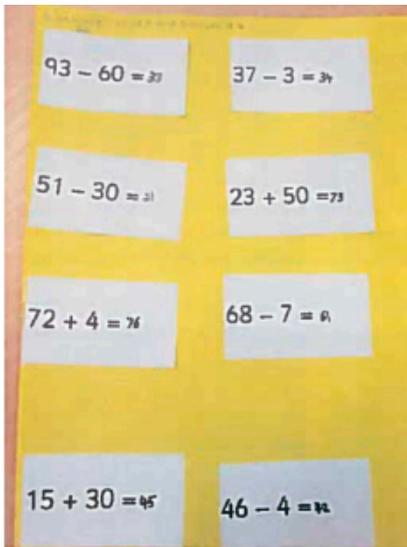
cm g kg m

How much milk is in each jug?

6a. Scott thinks the pencil could weigh 25g. Is he correct?

Explain your answer.

- add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; and adding three one-digit numbers



- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times know the number of minutes in an hour and the number of hours in a day.

Can I order everyday events?

 I get up at half past 7 ✓	 Start school at 9 o'clock ✓
 Working out at half past 10 ✓	 I eat my dinner at 12 o'clock ✓
 I finish school at quarter past 3 ✓	 I watch TV at 4 o'clock ✓
 I have my tea at half past 5 ✓	 I go to bed at quarter to 8 ✓

eat dinner have my tea finish school
 get up start school play out
 watch TV go to bed



Reading

I can:

- continue to apply phonics knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read further common exception words (e.g. again, many, children)
- understand texts by checking that it makes sense as they read and correcting inaccurate reading

Writing

I can:

- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- learning to spell common exception words (beautiful, children, every, find) and words with contracted forms (can't, won't I've)
- form lower-case letters of the correct size relative to one another and use spacing between words that reflects the size of the letters
- consider what I am going to write before beginning by planning or saying out loud

Home-learning will include opportunities to practise some of these objectives but if you and your child are not sure what they mean please make an appointment to speak to me before or after school.

Home-learning and how parents can help

Children work very hard at school during the day so we want to keep home-learning simple and easy to manage. Parents can be a great help if they talk to their children about their learning and set up a routine every night. Little and often is best.

Reading

It is vital that children practise their reading at home by being heard by an adult or older sibling. This is just as important for older children who are decoding texts fluently – they may be able to read the words, but they also need opportunities to discuss the meaning of the texts they are reading as often as possible.

Foundation Stage and Key Stage One (Years 1 and 2)

For younger children, little and often is most effective; learning to read is a hard and tiring process to begin with. Parents should read with their child for about 15 minutes each day.

There are two types of reading book that your child will bring home, as well as a reading diary:

- **A reading practice book** - This will be at the correct phonic stage for your child. Your child should be able to read this to you fluently and independently. We highly recommend that you use this book for reading practice.
- **A sharing book from the library** - Your child will not be able to read this on their own. This is a book for you to read to your child.

Reading Practice Book

This book has been carefully matched to your child's current reading level. If your child is reading it with little help, please don't worry that it's too easy - your child needs to develop fluency and confidence in reading.

Listen to them read the book. Remember to give them lots of praise and celebrate their success! If they can't read a word, read it to them. After they have finished, talk about the book together. Please let us know how your child has read their reading practice book by commenting in the reading diary.

Sharing Book

Children love to listen to stories being read or told and it is important that they learn to read for pleasure. This book was chosen by your child from the school library. Please remember that this book is for you to read to your child. Together, you can enjoy the story, discuss the pictures, predict what might happen next, use different voices for the characters or explore the facts in a non-fiction book. The main thing is that you have fun!

Mathematics

KIRFS (Key Instant Recall Facts)

This year we are going to continue to help children improve their mental maths skills, which are essential to becoming confident mathematicians.

Each half term children will be given a list of **Key instant Recall Facts** to practise and learn at home as well as in school. It is important that they know these thoroughly and can recall specific facts instantly. Whilst children have a wide range of abilities in mathematics, the key instant recall facts are a set of facts that need to be learnt off by heart. They build on each other year on year. Again, we stress that the children must aim to know the facts inside out, back to front and with instant recall. **Children should practise these facts every night for about 10 minutes.** Little and often is the key. Each child will be quizzed on the facts during the half term so teachers can monitor their progress.

Spellings

Your child has received a Home Learning Book to practise their spellings. Each week, children should write out the next seven words in their best handwriting and create their own sentences using these words. These words are “High Frequency Words” which regularly are used in writing. We will have an informal spelling quiz every Friday. We are no longer using Spelling Shed.

Weekly events

Library is on Wednesday.

Music is on Tuesdays and Fridays.

Year 2: PE is on Tuesday and Thursday

PE Uniform: Children should wear their PE kit to school on PE days. The PE uniform is a T shirt with embroidered crest in their house colour, black shorts or grey jogging bottoms and black plimsolls or trainers.

Best wishes,

Year 2 team