

**St Anne's Catholic Primary School**  
**Curriculum Information Key Stage One**  
**Term: Summer Term**  
**Ladybirds- Year 2**

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| <p><b>Religious Education</b></p>                   | <p><b><u>Holidays/Holidays</u></b><br/>           In this unit children will be able to recognise that Pentecost is the birthday of the Church. They will recognise how the Holy Spirit helps Christians in their lives and describe ways in which they spread the Good News.</p> <p><b><u>Being Sorry</u></b><br/>           In this unit children will be able to recognise that people say sorry and forgive each other because they follow Jesus. They will be able to use religious words like 'forgiveness'</p> <p><b><u>Neighbours</u></b><br/>           In this unit children will be able to recognise that everyone is our neighbour and is loved by God. They will also be able to retell special stories about Jesus and his friends and describe some ways in which religion is lived out by believers.</p>  |
| <p><b>Relationships and Sex Education (RSE)</b></p> | <p><b><u>Journey in Love</u></b><br/>           Children know and understand that they are growing and developing as members of their own family, God's family and in a God given community.</p>   |
| <p><b>English</b></p>                               | <p><b><u>Read Write Inc.</u></b><br/>           RWI is implemented daily across Key Stage One. The materials and approach promote the teaching of discrete, daily sessions, progressing from simple to more complex phonic knowledge and skills and covering the major grapheme/phoneme correspondences.</p> <p><b><u>Genre</u></b><br/>           Roald Dahl- The Twits<br/>           Stories with familiar settings- The Lighthouse Keeper's Lunch and Katie Morag stories<br/>           Variety of Poetry- The Sound Collector, Roger McGough.<br/>           Non-fiction taught through Narrative- Recount, Instructions.<br/>           In addition to this throughout the year we will also be focusing on the following aspects within writing:</p> <ul style="list-style-type: none"> <li>• Combine sentences using co-ordinating and subordinating conjunctions e.g. and, but, because, if, when, then, so.</li> <li>• Identify and segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• Using capital letters for beginning a sentence and proper nouns</li> <li>• Using punctuation at the end of sentences e.g. ? ! .</li> <li>• Adding suffixes to words e.g. -ment, -ness, -ly, -ful</li> <li>• Using apostrophes for contractions and possession</li> <li>• Using commas in a list</li> <li>• Recognising and utilising different types of sentences, exclamations, commands and questions</li> <li>• Use the present and past tenses correctly and consistently including the progressive form</li> <li>• Use expanded noun phrases e.g. the beautiful, mystical and magical black cat for effect.</li> </ul> |
| <p><b>Maths</b></p>                                 | <p>Children will be learning to develop fluency, reasoning and problem solving with;</p> <ul style="list-style-type: none"> <li>• Statistics- pictograms, bar charts, tally charts.<br/>           Identify 2D and 3D shapes and describing their properties, comparing these shapes.</li> <li>• Describe position, direction and movement including left and right, clockwise, anti-clockwise, forwards and backwards.</li> <li>• Solving problems involving more than one step.</li> <li>• Interpret and construct simple graphs</li> <li>• Solve more complex problems involving 2 steps</li> <li>• Sort and compare properties of both 2d and 3d shapes.</li> <li>• Know the multiplication facts for 2, 3, 5 and 10 tables and understand the</li> </ul>  |

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|                          | <p>corresponding division facts.</p> <ul style="list-style-type: none"> <li>• Revisit our understanding of fractions and division methods.</li> </ul>  |
| <b>Science and Topic</b> | <p><b><u>Electricity</u></b></p> <ul style="list-style-type: none"> <li>• Work Scientifically - ask questions that they can answer in different ways</li> <li>• Electricity Safety</li> <li>• Identify appliances that use electricity - battery and mains</li> <li>• Create a simple circuit including a simple switch</li> </ul> <p><b><u>Living things and their habitats</u></b></p> <ul style="list-style-type: none"> <li>• Describe what animals need to survive</li> <li>• Recognise how animals are adapted to their habitats</li> <li>• Observe and evaluate patterns</li> </ul> <p><b><u>Seaside Holidays in the past</u></b></p> <ul style="list-style-type: none"> <li>• Use words like long ago, old, new, past, present, then and now</li> <li>• Ask and answer questions about old and new objects</li> <li>• Give example of things that were different in the past</li> <li>• Explain what objects from the past may have been used for</li> </ul> <p><b><u>ICT</u></b></p> <ul style="list-style-type: none"> <li>• Create and use a series of instructions (direction, angles turns)</li> <li>• Plan a journey for a programmable toy</li> <li>• Test and amend a set of instructions</li> <li>• Understand that programs require precise instructions</li> <li>• Write a simple programme, test it and debug it</li> </ul> <p><b><u>Art/DT</u></b></p> <ul style="list-style-type: none"> <li>• Mastering photography</li> <li>• Framing and composition</li> <li>• Using the iPad to take photographs.</li> </ul> <p><b><u>Music</u></b></p> <ul style="list-style-type: none"> <li>• Use voice to speak, sing and chant</li> <li>• Follow a melody</li> <li>• Make different sounds with voice and instruments</li> <li>• Follow instructions about when to play and sing</li> </ul> <p><b><u>PE</u></b></p> <ul style="list-style-type: none"> <li>• Use dance to communicate an idea</li> <li>• Compose own dance in creative way</li> <li>• Dance shows fluency, accuracy and consistency</li> </ul> |

### Further Information

#### **READING**

A reading journal will be sent home for your child. Please note that school reading books will be changed on a weekly basis. It is expected that your child read their reading book more than once over the week. Focus on using phonetic knowledge, reading high frequency words independently and asking your child questions to develop their comprehension skills. Your child is expected to complete the directed task related to their reading book and returned to school on their relevant day.

#### **HOMEWORK**

English handwriting/spelling homework will be sent out on a Friday and should be returned the following Thursday. Learning Log homework will be sent out fortnightly on a Friday and should be returned the following Thursday.

#### **P.E**

Children will need both their outdoor and indoor PE kits, which are to be left in school for the duration of the half term. Children's indoor kit should be a plain white t-shirt, black shorts and pumps. Outdoor kit should be a plain white t-shirt, black-jogging bottoms, black or white trainers and a red sweatshirt. All children's belongings should be clearly marked and labelled so that we can reunite them if misplaced.

Thank you for your continued support. If you have any queries please do not hesitate to contact me.

**Mrs J H Reale-Smith**