



## St Stephens Community Academy

**“Embracing Learning; Inspiring Ambition; Celebrating Individuality.”**

**Year - 2**

**Summer TERM 2024**

Our learning themes this term are- ‘Why do we know so much about where Sappho used to live?’ and ‘How does the geography of Kampong Ayer compare with where I live?’

### **Reflectiveness, Resourcefulness, Resilience, Reciprocity**

We will be further developing our understanding of these learning skills in order to become more efficient, independent and proactive learners. A particular focus will be on the capability that the class decided was our weakest. This will be decided upon during the first week back at school.

<b>PSED</b>	We will be using Picture News to talk about current events as well as what is happening in the news both locally, nationally and globally.
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<b>How to help</b>	Talk to your child about current events happening within our world.
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<b>English</b>	<p><u>Reading</u> Reading will take place in all areas of the curriculum, as well as during discrete reading lessons. The children will also have independent reading time throughout the week to read their Accelerated Reader or Read, Write, Inc books. The focus for reading this term will be continuing to answer questions and making inferences about what has been read, as well as making predictions based on what has already been read. We will continue to practice reading accurately most words of two or more syllables with a real focus on reading fluently without a lot of sounding out and blending.</p> <p><u>Writing</u> Just like reading, writing will take place in all areas of the curriculum, as well as during discrete English lessons. We will continue to focus on ‘What makes a sentence’, as well as accurately using capital letters and end punctuation. We will also be focusing on using conjunctions such as or/and/but/when/if/that/because, as well as using the four sentence types in our writing – commands, statements, questions and exclamations. In spelling we will be using the spelling rules and patterns taught so far, to accurately spell many words correctly in our writing. In handwriting we will continue to focus on the formation of capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p>
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<b>How to help</b>	Please read with your child for a minimum of <u>20 mins</u> each day to ensure they make a good level of reading progress. Have a look at the home portal on the Accelerated Reader Website to see your child’s progress with their quizzes. Ensuring children are writing for a purpose is a great way to motivate writing. There will also be English activities to complete on the home learning grids for each of the three themes.
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<b>Maths</b>	This term we will be consolidating our learning of the four operations that we have covered so far this year – addition, subtraction and multiplication. We will also be consolidating our learning about fractions (including to - recognise, find, name and write fractions as well as fractions of a length, shape, set of objects or quantity. Write simple fractions and recognise the equivalence of some fractions.) In shape we will be learning about how to name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry. We will be reading the time on a clock to the nearest 15 minutes, as well as reading scales in divisions of ones, twos, fives and tens.
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### **How to help**

Use the MyMaths website to support learning from school.

Use Times Table Rockstars to practice multiplication facts for the 2,5,10 and 3 times tables.

There will also be Maths activities to complete on the home learning grids for each of the three themes.



<b>Science</b>	In Science we are going to be learning about living things and their habitats as well as animals, including humans. We will identify that most living things live in habitats to which they are suited. We will describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. We will identify and name a variety of plants and animals in their habitats, including microhabitats.
<b>How to help</b>	When out and about, talk about the types of plants and animals that you can see and the habitat in which they live. Talk about the different foods that you eat at home, which are healthy and which not so much. Talk about ways that you exercise at home and how this makes us feel.
<b>Physical Development</b>	In games sessions this term we will be learning about Net and Wall Games and learning skills such as the ready position, volley, backhand, forehand and how to return the ball over the net into space. In dance we will be focussing on using large body actions and small body actions to create sequences, including a change in levels and speed within the dance. In games sessions in the second half term we will be working with Plymouth Argyle. We will be using football as a vehicle to learn and master basic movements including running, jumping, throwing and catching, and begin to apply these in a range of activities.
<b>How to help</b>	Play in the park, practising fundamental movements such as balancing and climbing. Talk about what we need to keep our bodies healthy, such as eating healthy food.
<b>Creative Arts/DT</b>	In Art we will be using 3D to develop and share our ideas, experiences and imagination. We will be developing a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. We will also be learning about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to our own work.
<b>How to help</b>	Lots of observational painting of the things around them. What can you see from your window? How can you make the colours darker and lighter?
<b>Humanities</b>	<p>In history we will be learning about – ‘Why do we know so much about where Sappho used to live?’. This investigation enables pupils to explore a number of key historical concepts, particularly the nature of evidence and cause and effect. It also introduces the pupils to the central paradigm of history – studying the past to understand the present better and to inform the future in a more enlightened manner. Pupils are able to think about how historians and archaeologists go about obtaining the evidence they need to reconstruct and interpret the past and particularly the distinction between primary and secondary evidence. The destruction and reconstruction of the iconic city of Pompeii provides an ideal context for achieving this and this historical event is brought to life through the circumstances of one young person, to whom the pupils are able to relate easily. The enquiry also emphasises that the value of studying a specific event in history, such as the destruction of Pompeii, lies more in what the event tells us about the lives of ordinary people at the time rather than the specific and intricate details of the event itself. The investigation also demonstrates how other subject areas connect with History at different scales and can add value to the work that historians and archaeologists undertake. As is appropriate at this stage of learning, pupils are encouraged to relate their studies of Pompeii to their own personal histories and those of their families.</p> <p>In geography we will be learning about - ‘How does the geography of Kampong Ayer compare with where I live?’ The core aim of this investigation is to support children, through a range of learning activities, to make comparisons between their lives and those of people in a small diverse community in the country of Brunei on the tropical island of Borneo in southeast Asia. As they do so the children develop core knowledge and understanding of the fundamental geographical concepts of place; location; space; distribution; resources; settlement; natural and human environments and</p>



	<p>environmental interaction and interdependence through the application of a wide range of skills. Children are supported to consider the similarities and differences that exist between their own local area and Kampong Ayer, both in ways of life and of the geographic processes that have given rise to the physical and human patterns that characterise these places.</p>
<b>How to help</b>	<p>Children could find an artefact that is in the possession of a family member that tells us something about the past – perhaps an old postcard, stamp, coin, football programme, toy, picture, birthday card or letter. The important thing is for the pupils to be able to describe what it is and to explain some of the things it tells us about how people lived their lives at the time it was produced.</p> <p>Children could choose a place in the world that interests them and consider the similarities and differences that exist between their own local area and their chosen place, both in ways of life and of the geographic processes that have given rise to the physical and human patterns that characterise these places.</p>
<p><b>Notes for Parents:</b>          Please keep an eye out for the Key Vocabulary Mats and Knowledge Organisers that will be sent home at the start of each theme. These outline the key learning concepts for each theme and key vocabulary that the children will need to learn and understand. At the start of each theme your child will also receive a new home learning grid in their home learning book. PE will take place regularly so please make sure full PE kits are in school each day, along with your child's reading book and reading record book.</p>	