



LANGRISH PRIMARY SCHOOL

CURRICULUM INFORMATION FOR PARENTS: Summer 1

(Dates and details may alter should unforeseen situations arise)

Teaching Team and Year Group

Year 2 Mrs Wood and Mrs S Mrs. Lawry (Wednesday)

Main areas of study

English

- The Titanic – How do we know what happened on board the Titanic? Who was to Blame? What was life like on board the Titanic?

We will be researching information surrounding the events that happened before, during and after the tragic Titanic sinking. We will be answering these questions by reading both primary and secondary resources about life on board the ship and the story about what happened to the Titanic.

The writing we will be completing will include:

- Story writing
- Letters and postcards
- Newspaper articles
- Acrostic poems

Throughout all of these pieces of work, the children will be developing their speaking and listening skills, range of vocabulary, basic sentence structure, as well as their understanding of the structure of different genre.

- The children will also be visiting the Sea-City museum at the end of the unit and writing a recount of their trip.

- Reading and answering questions on the texts:
 - There's a snake in my school
 - Titanic facts

Spelling/ Phonics

Continuing phase 6 and Year 2 spelling patterns.

Your child will also be taking part in these activities on the following days:

PE – Wednesday
Forest School - Monday

Please ensure correct PE kit is in school on these days; long jogging trousers over shorts, no jewellery is worn and long hair is tied back.

Please ensure wellies and waterproofs are in every day.

Other Subjects

Wake and Shake/Up and Go – Active bursts in the morning and during the afternoon.

History – Titanic – Triumph or tragedy?

Computing – Using and creating a decision tree

Art – Titanic paintings/drawings. Clay models.

WFAP – Specialness – Special food

Music – Friendship song 'Being a good friend'

PSHE – Relationships

Events this half term:

Sea-city trip Tuesday 17th May

Class assembly – Thursday 26th May

Ways in which you can help your child during these topics

- Research using the internet e.g <http://www.bbc.co.uk/education>
- Provide time and access to interactive resources for personalised home learning.
- Enjoy time outdoors where you can – exploring animals and wildlife and being active.
- Visit the local library, support with selecting varied authors/genres to widen reading experiences. Perhaps try a non-fiction book or an audio book?

Please continue to reference your class page on our website for ongoing updates as the term unfolds.

Maths

- Maths units will be:

Position and Direction

- Order and arrange combinations of mathematical objects in patterns and sequences
- Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)

Length and Height

- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers and measuring vessels
- Compare and order lengths and record the results using $>$, $<$ and $=$

Measurement: Mass, capacity and temperature.

- Read scales in divisions of ones, twos, fives and tens
- Read scales where not all numbers on the scale are given and estimate points in between

Science

Plants: Watch it Grow!

- To observe closely, using simple equipment by recording observations of a variety of plants in the local environment.
- To observe and describe how seeds and bulbs grow into mature plants by planting seeds and bulbs.
 - To perform simple tests by setting up a comparative test
 - To understand the life cycle of plants
 - To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
 - To compare the growth of seedlings under different conditions We will be using our mathematical skills of collecting data during this topic and then presenting our findings on bar charts.

Home Learning

Daily:

- Reading every day (not every day of reading needs to be recorded) just once or twice a week).
- The children's reading journals will be checked every Friday.

Weekly:

- Spelling shed
- Maths activity or game

Termly Project:

- Summer Reading Challenge