**Year 2 Our Work This Term – Summer 2**

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| **Subject** | **Areas studied** | **How to help your child at home** |
| **English** | Narrative in an geographical setting. | Reading at home at least 3 times per week. Reading Diaries are checked on the day your child changes their books.Encourage children to discuss what they have read.Encourage children to learn their weekly spellings, tested on a Friday. |
| **Maths** | TimeWeight, volume and temperature | Regularly complete Mathseeds homework as this will help your child with Maths work they are struggling with. Look at time with your child. Encourage your child to read the time at home to o’clock, half past, quarter past, quarter to and to 5 minutes. Completing TTRockstars at home. |
| **Science**C:\Users\Year 3\Desktop\Y5 2015-2016\Science\Science picture.gif | Animals including Humans | We will be focusing on humans and the human body. Can your child name any bones in the body? Can they name any organs?  |
| **History/****Geography** | Amelia Earhart and Amy Johnson | Questions to consider:Who was Amelia Earhart?Who was Amy Johnson?Why are they inspirational women?How have they changed the world? |
| **Computing****ICT.jpg** | An introduction to quizzes |  What kind of quizzes do you do at home? Can you make your own quiz? What questions could you ask?  |
| **PE** | Movements- AthleticsDance- Animals  | Encourage children to be active outside of school to practice their fundamental movement skills. Encourage your child to watch the Olympics. What sports can they spot? Which sports do we do at school that are in the Olympics? |
| **SMSC & SRE** | Economic wellbeingYear 2: Transition lesson into Year 3 | We will be looking at ways adults get money and discussing the role of bank account cards. Recognise the difference between a want and a need. Explain why treating people equally and inclusively is important. Understanding that change can cause mixed feelings. |
| **RE****Bible.png** | Judaism What aspects of life really matter? | What is Shabbat? How is Shabbat celebrated in the Jewish community?  |
| **Art/ DT** | DTMechanisms – Making a moving monster  | What is a lever? What is a pivot? What are linkages? Can you spot any examples in your home?  |
| **Music** | Myths and legends | In this unit children will create rhythms and arrange them in a particular order or structure. Identify the structure of a piece of music and write it down. Describe whether a musical texture is thick or thin. Explore ways of writing down different textural layers. Follow a given structure for a composition. |