

## Maths

### **Objectives to be covered this term;**

- We will focus on the 2,3,5 and 10 times tables.
- Describe the properties of 2D and 3D shapes.
- Know that mass is a measure of weight.
- Know that volume is a measure of the capacity of an object.
- Know that temperature is measured in C/F.
- Know that there are 60 seconds in a minute, 60 minutes in an hour and 24 hours in a day.
- Know how to tell the time to the nearest 5 minutes
- Measure length and height using appropriate units (mm,cm,m,km)

### **Ways to help at home**

- Practise times tables using TT Rockstars, four times a week for 10 minutes.
- Discuss 2,3,5 and 10 times tables
- Challenge children to multiply a huge number by 0 to illustrate that it doesn't matter what you start with, if you have zero lots of that number you have 0.
- Let children measure out ingredients when cooking/compare the weight of objects using scales.
- Point out the temperature using display in car or during weather reports.
- Challenge children to tell you the time at a given point.
- Quiz your child on how many seconds in a minute, minutes in an hour, hours in a day or even days in a year.

## Key Vocabulary

Our topic for the summer term is 'Who wants to be famous?'. We will look at inventors and people of significant importance, such as; Thomas Edison, Samuel Pepys, Florence Nightingale, Mary Seacole and Pablo Picasso. We will listen to famous pieces of pop music and finding the patterns within them—what structure do they have? We will create our own version of famous pieces of artwork and we will also work scientifically by carrying out and testing experiments for a range of materials.

Invention	Suitability	Present	Tempo	Primary sources
Inventor	Materials	Future	Beat	Secondary sources
Algorithms	Eyewitness	Cubism	Rhythm	Symbol
Program	Past	Digital	Genre	Map



# Summer Update Edison Class

## Spellings

Your child will continue to learn specific spelling patterns and common exception words (tricky words) each week, in line with the National Curriculum. The year 2 spelling pattern document will be sent out as a separate email each week with a focus on a particular pattern, with examples of which words we will look at using that pattern. The pattern sent to you will be taught the previous week, giving your child plenty of time to review and practise the spelling pattern at home.

## Home learning

Homework will be provided for all KS1 children and this will be sent out on a Monday with the work expected back 2 weeks later. This homework will be revision of work covered in class or some pre learning for the following week. It will be something that is age appropriate for Year 2 and something that I believe that they can do reasonably independently. They may need a bit of encouragement to get going, but they won't need 1:1 support. In addition to this, please read with your child as often as you can and record this in their 'We love to read' book. If you have any questions, please contact me.

## English

### **Objectives to be covered this term**

#### **Writing**

To know how to use the diagonal and horizontal strokes needed to join letters.  
To ensure that capital letters are larger than lower case letters.  
To know how to plan a piece of writing by jotting ideas down first.  
To use subordination (when, if, that or because) or coordination (or, and, but)  
To write narratives about personal experiences and those of others (real or fictional)

#### **Reading**

To automatically decode to enable fluency when reading.  
To know a wide range of poets and authors.  
To begin to answer inference questions based on the text.  
To be able to accurately predict based on what has been read so far.

### **Ways to help at home**

#### **Writing**

- Practise writing simple sentences using capital letters and full stops. Get your child to write out lists for your shopping. EG Bananas, carrots, soup etc.
- Practise writing letters of the correct size and formation and begin to use diagonal and horizontal joining lines.

#### **Reading**

- Read regularly and discuss the book that your child is reading. Can they retell the story and infer feelings or meanings?
- Discuss the authors and poets that your child is reading or likes at the moment.
- When reading aloud to your child, stop and ask them what they think might happen next—whether they are right is not important but the validity of the prediction is.