



Year group Spring/Summer Curriculum focus

As the children in Year 2 return to full time school, it is really important that we support them on their return to be able to best access and enjoy their learning whilst focussing on the key elements of learning they need to secure. Below, we have included the key information for the Spring/Summer term as we return from a significant absence from 'normal' learning.

*There are four clear strands to our return to school. **The Ling Moor Family** – offering the children the well-being, sense of community, warmth and support they need to feel safe and supported. **Ling Moor Learning** – ensuring that the children are able to quickly and confidently re-launch in class learning behaviours full of enquiry and engagement. **Core learning skills** – making sure that core learning they will need to access their upcoming year group is in place. **Achieve and Aspire** – your role in supporting us with learning at home and ensuring that your children demand high attainment and have high aspirations. In each section you will see a reference to the learning that must continue to take place at home in order for your child to achieve their best.*

Spring and summer term spectaculars

- Sports day
- Virtual visit to Lincoln Cathedral
- Outdoor learning with Mr Small

PE days

Until Easter, our PE days will be:
 Mrs Wall's class - Monday and Tuesday
 Mrs Taylor's class - Tuesday and Thursday

Curriculum content

- Making vehicles
- Djembe drumming
- Australia
- Georgia O'Keefe

Key writing skills

In writing we will be teaching and consolidating the following skills.

write simple, coherent narratives about personal experiences and those of others (real or fictional)
write about real events, recording these simply and clearly
demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that /because) to join clauses
break words down into smaller chunks if necessary and use phonics knowledge and learned spelling rules, spelling many of these words correctly and making likely attempts at others
spell many common exception words
form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
use spacing between words that reflects the size of the letters
Going Deeper: For those children who are assessed as secure in these areas, we will be asking them to edit and improve their own writing. We will also encourage them to use ideas from their reading in their own writing and use a wider range of punctuation including commas in a list and apostrophes.
How you can help at home: Support your child to practise their spellings. Make the most of everyday opportunities to write e.g. shopping lists, cards, letters.

Key maths skills

Within our maths learning, we will continue to have high expectations of quick addition and subtraction of small numbers including number bonds of 10 and doubles facts. We are also developing recall of 2-, 5- and 10-times tables facts and linked division.

partition any two-digit number into different combinations of tens and ones using apparatus if needed
add and subtract single digit numbers quickly and accurately
add and subtract two 2-digit numbers
quickly calculate or recall 2-, 5- and 10-times table facts and use these to solve problems
use these multiplication facts when dividing
identify $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ or $\frac{3}{4}$ of a number or shape, and know that all parts must be equal parts of the whole
recognise o'clock, half past, quarter past and quarter to times on an analogue clock
Going Deeper: For those children who are assessed as secure in these areas, we will be giving opportunities to apply them in different problems. They will be asked to justify their choices and reason about why an answer is or is not possible.
How you can help at home: Point out times that fit with your daily routine to your child on the clock e.g. time to get ready for school, tea time, bed time etc. Support your child to practise on Times Table Rockstars and/or Numbots. Make the most of everyday opportunities to practise maths e.g. cutting sandwiches, sharing sweets with a friend or sibling.

Key reading skills

We will continue to develop fluent reading and a good understanding of what children read.

Phonics - for those children still working on the phonics programme, small group and 1:1 sessions will provide teaching every day.
Word reading: In age appropriate books, independently:
- read most words accurately without sounding out and blending
- read sufficiently fluently to allow them to focus on their understanding of the text
Comprehension: In a book that they can already read fluently:
- check that the text makes sense to them and correct inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read
Going Deeper: For those children who are assessed as secure in these areas, we will encourage them to read a wide range of books and make links between them. We will ask them to make predictions based on what they have already read and read with greater independence.
How you can help at home: Regularly listen to your child read their school reading book. Ask them questions about what they read including what they think might happen next and why they think a character said or did something. Read books to your child to develop a love of books.