



# St. Lawrence Primary School

La Grande Route de St Laurent  
St Lawrence  
Jersey  
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## St Lawrence School Curriculum Letter- Year 2 Summer Term 2021

Welcome back after the Easter break. I hope everyone had a relaxing holiday. Below is an outline of the areas we will be covering this term.

### **Writing**

To begin each week we will be focusing on recount writing, through writing our news from the weekend or previous week. The children will need to focus on sentence structure, spelling, punctuation and use of language during this time.

We will use the other writing sessions to focus on particular genre. We will begin writing various letters, linked to our project work and science.

During the second half of the term we will be writing Seaside poetry.

### **Reading**

Our approach to reading will be as last term, with pupils working in groups. Assessments in reading will be carried out on a half-termly basis, and children will move groups if necessary, with parents being notified prior to any changes. Please ensure that children are reading aloud to an adult 5 times a week for 20 minutes. This can be recorded on their challenge sheets for house point rewards!

### **Maths**

We will be continuing with Maths No Problem.

We will be covering the following objectives over the next few weeks.

#### Statistics: Picture Graphs (Chapter 8)

- To be able to read a picture graph with confidence.
- To be able to read and interpret a picture graph with confidence.
- To be able to read and interpret a picture graph where the value of the picture can represent more than 1.
- To be able to read and interpret a picture graph where the value of the picture can represent more than 1.
- To be able to read, interpret and create a picture graph where the value of the picture can represent more than 1.

#### Calculations: More Word Problems (Chapter 9)

- To decide when it is appropriate to add and/or subtract when solving word problems; to improve the use of bar modelling and decision making based on visual representations.
- To use the bar model method to solve word problems looking at the difference between two amounts.
- To solve multi-step word problems using bar modelling; to use more than one bar model in a problem to work out the answer.
- To use bar modelling to solve multi-step word problems involving unknown quantities.

#### Measurement: Money (Chapter 10)

- To identify standard UK coins and notes and write their names.
- To count notes in sequences of 5 and 10; to recognise the value of notes by appearance.
- To count coins in sequences of their value; to recognise the value of coins by appearance.
- To represent amounts of money using coins and notes; to count coins and notes using their denominations.
- To create equal amounts of money using different coins.
- To exchange denominations of money for different coins.
- To compare different amounts of money using coins.
- To add money together to determine the total amount.
- To calculate change from £100 or less; to use the bar model approach to represent amounts of money.
- To solve more complex word problems using bar modelling as a primary method.

#### Geometry – Properties of Shapes: 2D Shapes (Chapter 11)

- To identify the number of sides on basic 2-D shapes.
- To identify and count the vertices in regular polygons.
- To identify lines of symmetry in basic 2-D shapes.

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*'To develop responsible, independent individuals who love learning and have the knowledge and attitudes to be successful in an ever changing world'.*





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- To construct shapes using pattern blocks that have lines of symmetry.
- To sort shapes based on number of sides, vertices and other factors.
- To draw shapes using square grid and dot grid paper; to copy shapes from sight using grid paper.
- To recognise patterns of familiar shapes and colours of up to three objects.
- To describe patterns using ordinal numbers and shape names.
- To move shapes on a square grid from one position to another using common language.
- To turn objects using quarter, half and three-quarter turns both clockwise and anticlockwise on a square grid.

## Geometry – Properties of Shapes: 3D Shapes (Chapter 12)

- To recognise 3-D shapes by identifying their properties.
- To describe 3-D shapes and classify them using faces, vertices and edges.
- To describe 3-D shapes based on the number of faces and the 2-D shapes of these faces; to construct nets of shapes into 3-D shapes.
- To group 3-D shapes by similar properties.
- To form 3-D structures using multiple 3-D objects.
- To make and recognise patterns using 3-D shapes.

## Fractions: Fractions (Chapter 13)

- To make equal parts from a whole using simple and complex methods.
- To show and recognise halves and quarters.
- To show and identify more than one quarter using materials and pictures.
- To show and identify thirds in shapes; to use the vocabulary 'numerator' and 'denominator' when referring to fractions.
- To identify and name fractions by looking at the number of pieces and how many are shaded in.
- To recognise equivalent fractions in quarters, thirds and halves.
- To compare and order similar fractions by looking at the size of the pieces shaded.
- To compare and order fractions with different denominators.
- To count the number of wholes and parts to form mixed numbers.
- To count in halves and place halves onto a number line using pictures.
- To count in quarters and place quarters onto a number line using pictures.
- To count in thirds and place thirds onto a number line using pictures.
- To find fractions (half) of whole numbers.
- To find a fraction (third) of a whole number.
- To find a fraction (quarter) of a number.
- To find a fraction (half, third, quarter) of a quantity (length).

## Measurement: Time (Chapter 14)

*Pupils should be taught to know the number of minutes in an hour and the number of hours in a day.*

- To tell and write time to 5-minute intervals.
- To tell time to 5-minute intervals and to the hour.
- To sequence events of the day by looking at analogue clocks and pictures.
- To draw hands on an analogue clock to show the correct time.
- To find the duration of time using an analogue clock in 30- and 60-minute intervals.
- To find the duration of time to 5-minute intervals.
- To find the ending of a duration of time from different 5-minute starting points.
- To find the ending time in intervals of 5 minutes from delayed starts.
- To find the starting time from 30-minute and 1-hour interval durations.
- To find the start of multiple durations of time using a common end time.
- To compare durations of time from the least amount to the most amount of time and vice versa.

## Measurement: Volume (Chapter 15)

- To compare volume in different-sized containers using the terms 'greater than,' 'less than,' 'greatest' and 'least.'
- To compare the volume of different containers using non-standard units.

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- To measure volume using litres and determine whether an amount is 'more than,' 'less than' or 'equal to' a litre.
- To measure volume using millilitres and litres; to determine how many ml there are in 1 l.
- To solve word problems involving bar models with litres as the standard unit.
- To solve word problems using ml and l, including problems involving difference.
- To solve word problems involving volume and multiplication.

Maths homework is the Maths Fluency sheet for Summer Term 1. Keep working on these facts as well as having fast recall of your 2,5 and 10 times tables and associated division facts.

## Science

The science Focus will be on knowledge and understanding as well as participating in exciting and engaging practical experiments. The first topic to be covered will be 'Living things and their Habitats'. This will focus on beach habitats in Jersey. The children will also have the opportunity to choose a favourite animal from Jersey Zoo and research the habitat. We will also be visiting La Rocque for a rock pooling session, investigating our coasts as habitats.

## Beachcombers

Our main focus for this project will be on the environment, explored through reading and writing non-chronological reports, art and design of sea creatures and studying habitats, linked to their Science. We will be learning about plastic pollution and the way we need to take responsibility for our environment by recycling and keeping our beaches (and our school environment) clean.

## Home learning

This term's home learning project is due **on Monday 7<sup>th</sup> June**. The children can chose a minimum of 1 activity from the following list. We hope they enjoy completing these projects at home. They are designed to be a fun and engaging project to complete with parents and family.

- Visit your local library to browse or borrow story and information books about the seaside. Write or film a book review about your favourite.
- With an adult, use the web to research famous artists who use the beach for inspiration.
- Make a list of all the activities you could do at the seashore. Survey your friends and family to identify the 'Top five seashore activities' and display the results in a pictogram or bar chart.
- Create a collage of a seaside scene using magazine pages.
- Write a poem about the living things that make their home in a rock pool. An acrostic or shape poem would be fun!

## P.E.

PE will be on a Tuesday. Please ensure that all children are wearing shorts under their tracksuits. Later on in the term, Friday 11<sup>th</sup> June, 18<sup>th</sup> June, 25<sup>th</sup> June and 2<sup>nd</sup> July, The Tennis Hub will be visiting Year 2 to provide tennis coaching. Please ensure that PE kit is worn on these days.

Slipper Day will continue to be on a Friday, it is very popular event!

Please take a look at the school website for up to date information and news from school.

<http://www.stlawrence.sch.je/>

Many thanks for your continued support.

Mrs McDonald

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