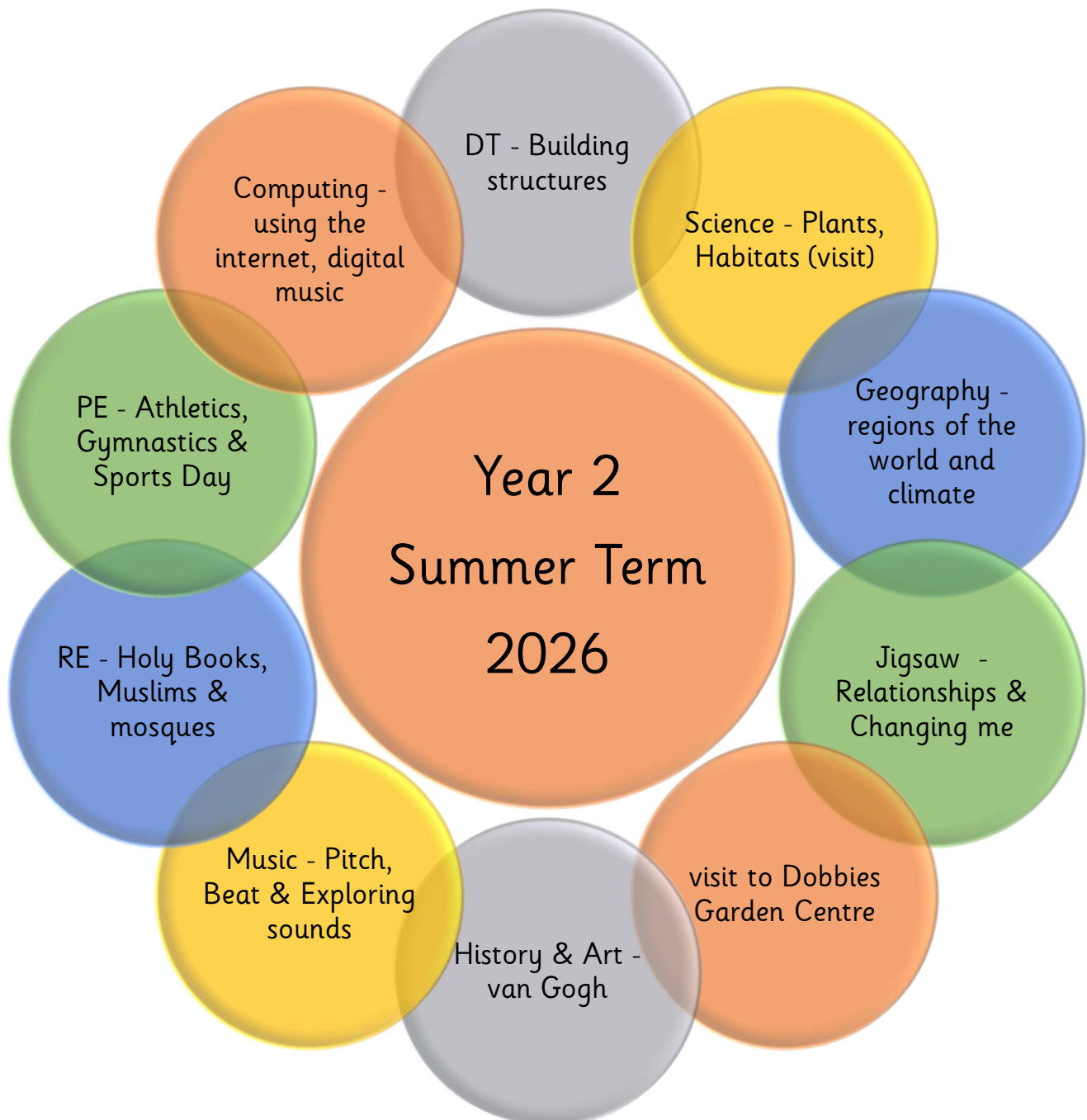


# Donnington Wood Infant School and Nursery

In addition to phonics, reading, writing and maths we have the following exciting learning planned for this term -



More detail about specific learning in each area is on the back of this sheet.

Please talk to your child's teacher if you would like more information.

# Donnington Wood Infant School and Nursery

## Year 2 Summer Term 2026



<b>Phonics and Reading</b>	<b>Maths</b>
Read most common exception words (55+/64 Y2 words)	<u>Geometry: shape 2D &amp; 3D</u>
Read words accurately without lots of sounding / blending, and fluently enough to focus on understanding rather than on decoding words	Name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry
Sound out most unfamiliar words accurately, without undue hesitation	<u>Geometry: Position and direction</u>
Check it makes sense to them, correcting any inaccurate reading	Describe movements and turns
<b>Literacy</b>	Make patterns with shapes
Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	<u>Measurement: Capacity</u>
Segment words into phonemes (represent these by graphemes) spelling many of these words correctly or making phonetically-plausible attempts	Compare volume
Spelling many common exception words (40+/64 Y2 words)	Understand, use and read scales - millilitres, litres, temperature
Write simple narratives about personal experiences and those of others	<u>Number: Consolidation</u>
Write about real events, recording these simply and clearly	Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required	Read scales in divisions of ones, twos, fives and tens
Use spacing between words that reflects the size of the letters.	Recall all number bonds to & within 10 and use these to reason with & calculate bonds to and within 20
Use present and past tense mostly correctly and consistently	Add & subtract any 2 two-digit numbers using efficient strategy, explaining method verbally /in pictures /using apparatus
Use co-ordination (or / and / but) and some subordination (when / if / that / because) to join clauses	Recall multiplication & division facts for 2, 5 & 10 and use to solve simple problems, demonstrating an understanding of commutativity as necessary
<b>Science</b>	<b>Visit</b>
<u>Plants</u>	<u>Measurement: Time</u>
Observe and describe how seeds and bulbs grow into mature plants.	Read the time on a clock to the nearest 5 minutes
Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Understand and compare durations of time (hours, days, weeks)
<u>Habitats</u>	<u>Measures: length and height</u>
Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other	Measure, compare and order lengths (cm & m)
Identify and name a variety of plants and animals in their habitats, including micro-habitats.	<u>Measurement: Money</u>
<u>Working Scientifically</u>	Find the difference between and amounts of money and calculate 'change'
Using their observations and ideas to suggest answers to questions	<u>Problem solving &amp; efficient methods</u>
Gathering and recording data to help in answering questions	<b>Computing</b>
<b>Art</b>	<u>Digital music</u>
<u>Drawing and painting (van Gogh)</u>	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
Use appropriate language to describe tools, process, etc	<u>Using the internet</u>
Create different tones using light and dark.	Use technology safely and respectfully, keeping personal information private.
Use a viewfinder to focus on a specific part of an artefact before drawing.	Recognise common uses of IT beyond school.
Make tints by adding white and make tones by adding black.	<b>RE</b>
Create moods in paintings.	<u>Holy Words</u>
Say how other artists have used colour, pattern and shape.	Why do religious people love their scriptures?
Create a piece of work in response to another artist's work.	Why are Scriptures important for religious people?
<b>DT</b>	What can different religious people learn from stories?
<u>Structures</u>	<u>Beginning to learn from Islam</u>
Build simple structures.	How are religious buildings used?
Improve structures by making them stronger, stiffer and more stable.	Why are religious buildings important to believers?
Generate, develop, model and communicate their ideas through talking	<b>PSHE (Jigsaw)</b>
With support put ideas into practice.	<u>Relationships</u>
Choose appropriate materials. Suggest ways of manipulating them to achieve a desired outcome.	I can explain why some things might make me feel uncomfortable in a relationship & compare this with relationships that make me feel safe & special.
Explain how finished products meet their design criteria and how to make future improvements.	I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.
<b>History</b>	<u>Changing me</u>
<u>van Gogh</u>	I can use correct terms to describe private parts & explain why they are private.
Know where people and events fit within a chronological framework	I can explain why some types of touches feel OK and others don't.
Study the lives of significant individuals who contributed to national and international achievements	I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.
Understand some of the ways in which they find out about the past and identify different ways in which it is represented	<b>Music</b>
Ask and answer questions	<u>Pitch</u>
Use a wide vocabulary of everyday historical terms	Sing with expression, paying attention to the pitch shape of the melody
<b>Geography</b>	Accompany a song with vocal, body percussion and instrumental ostinati
<u>Regions and weather</u>	Identify rising and falling pitch
Use simple compass directions (NSEW) & locational & directional language [for example, near & far; left & right], to describe location	Understand pitch through singing, movement, and note names
Show awareness that the weather may vary in different parts of the UK and in different parts of the world.	<u>Exploring sounds</u>
Describe which continents have significant hot or cold areas and relate these to the Poles and Equator.	Compose music to illustrate a story
	Listen in detail to a piece of orchestral music
	<u>Beat</u>
	Explore different ways to organise music
	Perform and create simple three- and four-beat rhythms using a simple score
	<u>Leaver's Assembly Performance</u>
	<b>PE</b>
	Athletics, Gymnastics, Sports Day