



Year 2 Curriculum Newsletter – Autumn

English		Maths	
<p style="text-align: center;"><u>Writing</u></p> <p>Autumn 1: <u>Chicken Licken</u> Narrative Story Writing A journey story.</p> <p><u>Visit the United Kingdom</u> Non-Fiction Persuasive text</p> <p><u>Amazing Animals</u> Non-Fiction Report writing</p> <p>Autumn 2: <u>A Day at School</u> Poetry in a familiar setting</p> <p><u>Cinderelphant</u> Narrative Story Writing</p> <p><u>Florence Nightingale</u> Non-fiction Recount</p> <p style="text-align: center;"><i>Writing for Pleasure</i></p>	<p style="text-align: center;"><u>Reading</u></p> <p>Children are provided with opportunities to read daily within the classroom including directed texts through our Plazoom English lessons.</p> <p>Children will be given the opportunity to change their books when they have been completed with an adult at home and recorded in their reading diary. You can support your child by prioritising our school curriculum books first before reading home books. They will read these books with an adult in school at least once per week. Children who have not yet exited the little Wandle scheme will continue to read as a group following the Decode, Fluency Comprehension model.</p> <p>Please ensure your child has their reading packs in school every day.</p> <p>Home reads will be counted on a Wednesday so that we can award our reading badges.</p> <p>Library day is Friday – when all children have the opportunity to choose a book to read for pleasure.</p>	<p style="text-align: center;"><u>Units</u></p> <p>Autumn 1: Place Value Addition and Subtraction</p> <p>Autumn 2: Addition and Subtraction cont'd Geometry: Shape</p>	<p style="text-align: center;"><u>Fluency</u></p> <p>Each day we will complete a Fluent in 5, where the children be given opportunities to practise their skills and knowledge in:</p> <ul style="list-style-type: none"> Basic number facts like counting, finding one more, one less. Shape recognition Finding patterns

		<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Year 2	<u>Science</u>	<p>Autumn 1: Living Things and Their Habitats: Habitats from Around the World</p> <p>Autumn 2: Animals including Humans: All about Diet and Exercise</p>	<p>Spring 1: Animals Including Humans: Growth</p> <p>Spring 2: Everyday Materials</p>	<p>Summer 1: Living Things and their Habitats</p> <p>Summer 2: Plants:</p>
	<u>DT</u>	TBC – new overview currently in planning stage.	TBC – new overview currently in planning stage.	TBC – new overview currently in planning stage.
	<u>Geography</u>	Autumn 1: Our World	Spring 1: What lives in our forests?	Summer 2: What lives in our forests?

<u>History</u>	Significant Individual Robert Falcon Scott	The Great Fire of London Significant Individual Samuel Pepys	Who lives in a castle?
<u>Art</u>	Artist: Pablo Picasso Self Portraits Colour to create mood. Cubism	Artist Paul Klee	Artist Hayley Goodhead Sculpture
<u>Computing</u>	Autumn 1: Computing systems and networks – IT around us Autumn 2: Creating media – Digital photography	Spring 1: Programming A – Robot algorithms Spring 2: Data and information – Pictograms	Summer 1: Creating media - Digital music Summer 2: Programming B - programming quizzes
<u>Digital Literacy</u>	Self-Image and Identity Online relationships		
<u>Music</u>	Autumn 1: Pulse Rhythm and Pitch Autumn 2: Playing in an orchestra	Spring 1: Inventing a musical story Spring 2: Recognising different sounds	Summer 1: Exploring improvisation Summer 2: Our big concert
<u>PSHE</u>	Autumn 1: Being Me in my World Autumn 2: Celebrating Difference	Spring 1: Dreams and Goals Spring 2: Healthy Me	Summer 1: Relationships Summer 2: Changing Me
<u>RE</u>	Autumn 1: Caring for the natural world Autumn 2: Valuing new life-Birth of Jesus .	Spring 1: Worship and ceremonies Spring 2:	Summer 1: Story Telling through sacred writings Summer 2: Sharing kindness and goodness
<u>PE</u> Mondays and Fridays	Autumn 1: Fundamentals Dance Autumn 2: Ball skills Dance	Spring 1: Gymnastics Fitness Spring 2: Invasion Yoga	Summer 1: Athletics Sending and Receiving Summer 2: Orienteering Target Games

<u>Subject</u>	<u>What I need to know/do...</u>	<u>Links</u>
<u>English</u>	<ul style="list-style-type: none"> Recapping of phase 5 sounds Revision of Capital letters and full stops Handwriting and letter formation practice Identify nouns, adjectives, verbs and pronouns. Begin to know the different contractions for apostrophes. 	Letter join Home Guide Year 2 Grammar
<u>Reading</u>	<ul style="list-style-type: none"> Children will be given the opportunity to change their books when they have been completed with an adult at home and recorded in their reading diary. You can support your child by prioritising our school curriculum books first before reading home books. They will read these books with an adult in school at least once per week. Children who have not yet exited the little Wandle scheme will continue to read as a group following the Decode, Fluency Comprehension model. Please ensure your child has their reading packs in school every day. Home reads will be counted on a Wednesday so that we can award our reading badges. 	Phonics Play Top Marks reading 5-7
<u>Maths</u>	<ul style="list-style-type: none"> Numbers to 20 Count objects to 100 by making 10s Recognise tens and ones, use a place value chart Partition numbers to 100 and flexibly partition numbers to 100 Write numbers to 100 in words Write numbers to 100 in expanded form 10s on the number line to 100 10s and 1s on the number line to 100 Estimate numbers on a number line Compare objects and compare numbers. Order objects and numbers Count in 2s, 3s 5s and 10s 	Topmarks Hit the Button - Hit the Button - Quick fire maths practise for 6-11 year olds (topmarks.co.uk) Topmarks General Counting Games - Learn to Count with fun Counting Games for KS1 Children (topmarks.co.uk) Times Tables Rockstars – log ins from Spring term onwards. General maths

<p>Science BBC Bitesize</p>	<p>'Living things and their habitats' – Habitats around the world' Children will explore and compare the differences between things that are living, dead, and things that have never been alive. they learn how to 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. They learn how to identify and name a variety of plants and animals in their habitats, including microhabitats and finally they learn how to describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>								
<p>DT</p>	<p>TBC</p>								
<p>Geography Continents song</p>	<p>Key Learning: Recap what a country is, and which countries make up the UK and their capitals. Recap what a continent is from Year 1 unit in Summer. Establish that there are 7 continents on our planet and be able to name, locate and label them on a variety of maps. Explore the oceans that surround the continents and be able to name, locate and label them on a variety of maps. Antarctic Key Learning: Find out the journey Great Scott took on his exploration and identify the continent her started in, travelled passed and arrived in. Name and locate the ocean that Scott travelled by. Establish the difference between weather and climate. Compare the climate in England compared to the climate in the Antarctic. Explore the wildlife found in Antarctica and their migration patterns depending on the climate and season.</p>								
<p>History Robert Falcon Scott</p>	<p>We will:</p> <ul style="list-style-type: none"> - Use sources to understand why Robert Falcon Scott is remembered - Know about the events leading up to and during Scott's expedition - Understand the risks of the expedition compared at this time in history - Understand how a range of sources tell us about events from the past 								
<p>Art Pablo Picasso Using pencils for tone</p>	<p>Practise drawing a range of objects using shade and tone Learn about the life and art of Pablo Picasso, exploring his work on portraits, colour palettes and cubism.</p>								
<p>Computing Touch typing</p>	<p>Practise touch typing on a keyboard. Learn about IT in real life and recognise what is IT and how it can help us. Creating media – digital photography Digital Literacy Self-Image and Identity Explain how other people may look and act differently online and offline. Give examples of issues online that might make someone feel sad, worried, uncomfortable, or frightened; and give examples of how they might get help. Online Relationships Explain who I should ask before sharing things about myself or others online. Describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure. Identify who can help me if something happens online without my consent. Explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online. Explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.</p>								
<p>Music</p>	<p>Pulse, Rhythm and Pitch: We will learn:</p> <ul style="list-style-type: none"> - To move in time and keep a steady beat together. - To create our own rhythmic and melodic patterns. - To understand the difference between creating a rhythm pattern and a pitch pattern. - To copy back simple rhythmic patterns. - To sing short phrases independently. <p>Playing in an Orchestra: We will learn:</p> <ul style="list-style-type: none"> - To recognise some band and orchestral instruments. - To sing as part of a choir - To understand and follow the leader or conductor. - To listen for being 'in time' or 'out of time'. 								
<p>PSHE</p>	<table border="1"> <thead> <tr> <th>BMH</th> <th>Knowledge</th> <th>Social and Emotional Skills</th> <th>Questions for Family Learning</th> </tr> </thead> <tbody> <tr> <td>Ages 6-7</td> <td> <ul style="list-style-type: none"> - Identifying hopes and fears for the year ahead - Understand the rights and responsibilities of class members - Know that it is important to listen to other people - Understand that their own views are valuable - Know about rewards and consequences and that these stem from choices - Know that positive choices impact positively on self-learning and the learning of others </td> <td> <ul style="list-style-type: none"> - Recognise own feelings and know when and where to get help - Know how to make their class a safe and fair place - Show good listening skills - Recognise the feeling of being worried - Be able to work cooperatively </td> <td> <ul style="list-style-type: none"> - What are you looking forward to this year? - Are you worried about anything that might happen this year? - Can you tell me some good (positive) choices a person can make in school? - How do you show you are a good listener? - What do you do to get on with other children? - If you're worried about something, who can you ask for help in school and at home? - How does your teacher reward/praise children who make positive/helpful choices? - What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons?/ Calm Me time? - Can you tell me about Calm Me time? </td> </tr> </tbody> </table>	BMH	Knowledge	Social and Emotional Skills	Questions for Family Learning	Ages 6-7	<ul style="list-style-type: none"> - Identifying hopes and fears for the year ahead - Understand the rights and responsibilities of class members - Know that it is important to listen to other people - Understand that their own views are valuable - Know about rewards and consequences and that these stem from choices - Know that positive choices impact positively on self-learning and the learning of others 	<ul style="list-style-type: none"> - Recognise own feelings and know when and where to get help - Know how to make their class a safe and fair place - Show good listening skills - Recognise the feeling of being worried - Be able to work cooperatively 	<ul style="list-style-type: none"> - What are you looking forward to this year? - Are you worried about anything that might happen this year? - Can you tell me some good (positive) choices a person can make in school? - How do you show you are a good listener? - What do you do to get on with other children? - If you're worried about something, who can you ask for help in school and at home? - How does your teacher reward/praise children who make positive/helpful choices? - What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons?/ Calm Me time? - Can you tell me about Calm Me time?
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<p>RE</p>	<p>Visit garden or park/visitor to school. Can I say what Christians believe about the world? Christian creation story Can I represent the creation story in different ways? Can I explore why religious people feel they must care about the land?</p>								

	Can I say what we can do to show we care about the world?
	Can I say why the Nativity story is important for Christians? Can I say how Mary and Joseph showed that Jesus was special to them? Can I say how the shepherds knew Jesus was special? Can I say what the Wisemen did to show that they thought Jesus was special? Can I say what Christians do at Christmas to show that Jesus was special? Can I say who I am special to and who is special to me?