

# Year 2 – Autumn Curriculum letter 2021

Welcome back to St. Mary's for the Autumn Term. I hope you had a relaxing, fun-filled summer break. This letter will inform you of the exciting things that your child will be learning about, over the next two half terms.

## General reminders

Please ensure that your child reads every day and that this is noted in your child's reading record. Children's reading should be noted in the reading record at least 4 times a week. If there are any important notes, especially regarding a change in pick-up arrangements, please ensure that these notes are clearly written in the home-school diary.

Please ensure your child has the correct uniform every day and that all of your child's belongings are clearly name-labelled.

Our PE days (for the first half term, at least) are Wednesday and Thursday. Please bear in mind the weather forecast for the day as the children will be outside. If your child has their ears pierced, please remove their earrings before they leave home. Long hair must be tied back.

Spellings and times-tables will be collected and given out on Fridays. Children should practice these every day, for no more than 10 minutes.

## Curriculum

Our topics over the term are 'Castles, Knights and Dragons' and 'The Arctic'. We will be reading 'Zog' by Julia Donaldson, 'Castles' by Colin Thompson and 'Leaf' by Sandra Dieckmann.

## RE

Our topics for RE this term are 'Beginning: God at every beginning' and 'Belonging: Signs and symbols: signs and symbols in Baptism'.

Beginning: God at every beginning

Learning focuses

God was there at the beginning of the world.	God was there at my beginning and god is there at every beginning.	It is good to begin the day with prayer.	Psalm 19 is a song of praise to God.	God is always close.	God, who is present in our beginning, knows and loves each one.
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<p><u>Belonging: Signs and symbols</u> Learning focuses</p>					
Review the Sacrament of Baptism.	Signs and symbols: the welcome	Signs and symbols: baptism with water	Signs and Symbols: anointing with the oil of Chrism.	Signs and symbols: the white garment.	Signs and symbols: The Baptismal candle

Children will take part in Liturgies and Masses throughout the term.

### Numeracy

Our areas for study for this term are Place Value, Addition, Subtraction and Money.

Children will develop their fluency, reasoning and problem-solving skills in these areas.

<u>Place value</u>	<u>Addition and subtraction</u>	<u>Money</u>
Learning focuses		

<p>Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward.</p> <p>Recognise the place value of each digit in a two-digit number (10s, 1s).</p> <p>Identify, represent and estimate numbers using different representations, including the number line.</p> <p>Compare and order numbers from 0 up to 100; use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs.</p> <p>Read and write numbers to at least 100 in numerals and in words.</p> <p>Use place value and number facts to solve problems.</p>	<p>Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures and applying their increasing knowledge of mental and written methods.</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally.</p> <p>Show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot.</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p>	<p>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</p> <p>Find different combinations of coins that equal the same amounts of money.</p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p>
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Children will continue to be tested on their multiplication tables weekly. Regular practice is important and has a positive impact on Maths attainment.

### Literacy

Children will continue to develop their reading and writing skills through study of our class texts: Zog by Julia Donaldson, Leaf by Sandra Dieckmann. Children will also develop a greater understanding and mastery of spelling, grammar and punctuation.

Children will continue to practice their phonics sounds daily and will read with an adult in school as often as possible.

<u>Reading</u>	<u>Writing and SPAG</u>	<u>Phonics</u>
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Learning focuses		
<p>Develop pleasure in reading, motivation to read, vocabulary and understanding.</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read, and correcting inaccurate reading.</p>	<p>Sentences with different forms: statement, question, exclamation, command.</p> <p>Expanded noun phrases to describe and specify.</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Formation of nouns using suffixes such as –ness, –er and by compounding.</p> <p>Formation of adjectives using suffixes such as –ful, –less.</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p>

Children will continue to be tested on their spellings weekly. Regular practice in this area is important and has a positive impact on attainment.

## Science

Our topics for this term are 'Materials' and 'Animals and Humans'. Children will continue to develop their 'Working Scientifically' skills by planning, designing, undertaking and evaluating their own investigations.

<p><u>Materials</u></p> <p>Learning focuses</p>
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<p>To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses, by identifying the uses of different materials.</p>	<p>To identify and classify the uses of everyday materials, in the context of the local area.</p>	<p>To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses, by exploring the purposes of different objects.</p>	<p>To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching, by changing the shape of objects.</p>	<p>To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching, in the context of recycling.</p>	<p>To find out about people who have developed new materials, by learning about John McAdam.</p>
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<p><u>Animals including humans</u> Learning focuses</p>					
<p>To match, sort and group young animals and their adults.</p>	<p>To find out how animals change as they grow into adults.</p>	<p>To compare the stages of the human life cycle.</p>	<p>To research and describe what animals, including humans, need to survive.</p>	<p>To test the effects of exercise on the human body.</p>	<p>To investigate the importance of healthy eating and hygiene.</p>

## History

Our topic for this term is 'Castles: What can they tell us about the past?'. Children will learn about features of castles and what they tell us about the lives of people who lived in them. There is a planned trip to Colchester Castle.

<p><u>Castles</u> Learning focuses</p>
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Find out about different types of castles using a castle timeline, photographs and videos.	To find out about life and jobs in a medieval castle.	To learn about methods of attacking and defending a motte and bailey castle.	To use geographical knowledge when choosing the best location for building a castle.	To consider what we can learn about the past from evidence.
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## Geography

Our topic for this term is 'Oceans and continents – Why don't polar bears live in Ipswich?'. Children will learn about the country in which we live how it is different from another area of the world.

<p><u>Oceans and continents</u> Learning focuses</p>				
Name and locate the world's continents and oceans	Use world maps, atlases and globes to identify areas studied.	Ask and answer geographical questions such as – What is this place like?	Understand geographical similarities and differences through studying physical geography	Consider why animals live in distinct parts of the worlds, drawing upon learning from topic.

## Design and Technology

Our focus for this term is 'Freestanding structures'. How can you stop structures from falling over? How they can be made stronger and stiffer in order to carry a load?

<p><u>Freestanding structures</u> Learning focuses</p>
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Generate ideas based on simple design criteria and their own experiences, explaining what they could make.	Select and use tools, skills and techniques, explaining their choices.	Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings	Know how to make freestanding structures stronger, stiffer and more stable.
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## Art

Our topics for this term are 'Drawing' and 'Painting'. Children will use a range of marks to represent mood and movement. They will start to explore shape and texture through expressive mark making in response to a piece of music and descriptive language.

<b>Drawing</b> Learning focuses		
Different mark makers will create a variety of effects depending on the surface onto which they are placed	Music and movement affect mark making.	Apply knowledge of mark making to identify specific marks and materials that would be appropriate for a given task.

<b>Painting</b> Learning focuses		
Make thin and thick marks  Rinse and clean brushes before using a new colour	Identify shades of primary colours  Can use the dip, dip, dab method to mix colours	Identify and name shades of secondary colours

## Computing

Our focus for this term is 'Creating media - making music'. Children will explore how music can make them think and feel. They will make patterns and use those patterns to make music with both percussion instruments and digital tools. They will also create different rhythms and tunes, using the movement of animals for inspiration.

Creating media - Making music

Learning focuses

To say how music can make us feel.	To identify that there are patterns in music.	To show how music is made from a series of notes.	To use a computer to create a musical pattern using three notes.	To create music for a purpose.	To retrieve and review their work.  To spend time making improvements and then share their work with the class.
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PE

Our focus for this term is on honing our ball and gymnastics skills. PE will be taught by Mr Cook, Mr Hurd and Mrs Dyer.

Music

Music will be taught by Mrs Dyer on Wednesday mornings.

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I look forward to working closely with you over the term. Should there be any questions or problems, do not hesitate to make an appointment to see me.

With very best wishes,

Mr Cook, Mrs Frost and Mrs Burke