

# Year 2 – Autumn Curriculum Letter

Welcome back to St. Mary's for the Autumn Term. I hope you had an enjoyable and restful Summer break. This letter will inform you of the exciting things that your child will be learning about over the next term.

## General reminders

Please ensure that your child reads every day and that this is noted in your child's home-school diary. Children's reading should be noted in the home-school diary 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 Monday and Wednesday. Children may come to school in their PE kit on these days and if they have an after (or before) school club.

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

### RE

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

<b><u>Beginning: God at every beginning</u></b>				
<b>Learning objectives</b>				
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.

<b><u>Belonging: Signs and symbols</u></b>					
<b>Learning objectives</b>					
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.

## Maths

Our areas for study for this term are Place Value, 'Addition and Subtraction' and Shape. Children will develop their fluency, reasoning and problem-solving skills in these areas.

<b>Place Value</b>	<b>Addition and Subtraction</b>	<b>Shape</b>
Numbers to 20	Bonds to 10	Recognise 2-D and 3-D shapes
Count objects to 100 by making 10s	Fact families – bonds within 20	Count sides on 2-D shapes
Recognise tens and ones	Related facts	Count vertices on 2-D shapes
Use a place value chart	Bonds to 100 (tens)	Draw 2-D shapes
Partition numbers to 100	Add and subtract 1s	Lines of symmetry on shapes
Write numbers to 100 in words	Add by making 10	Use lines of symmetry to complete shapes
Flexibly partition numbers to 100	Add to the next 10	Sort 2-D shapes
Write numbers to 100 in expanded form	Add across a 10	Count faces on 3-D shapes
Place 10s and 1s on the number line to 100	Subtract across 10	Count edges on 3-D shapes
Estimate numbers on a number line	Subtract a 1-digit number from a 2-digit number (across a 10)	Count vertices on 3-D shapes
Compare objects and numbers	10 more and 10 less	Sort 3-D shapes
Order objects and numbers	Add and subtract 10s	Make patterns with 2-D and 3-D shapes.
Count in 2s, 5s and 10s	Add two 2-digit numbers	
Count in 3s	Subtract two 2-digit numbers	
	Mixed addition and subtraction	
	Compare number sentences	
	Missing number problems	

Children will continue to be tested on their multiplication tables weekly. Regular practise is important and has a positive impact on Maths attainment.

## **English**

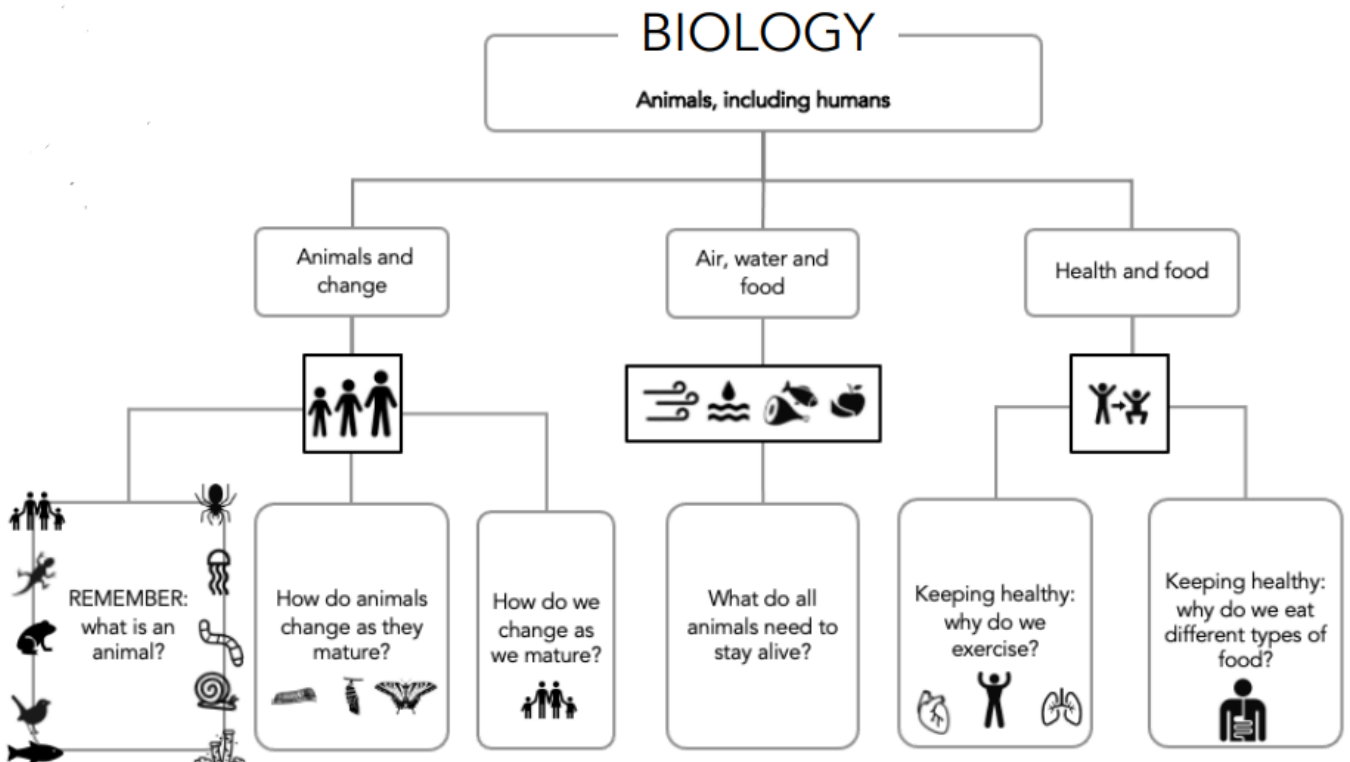
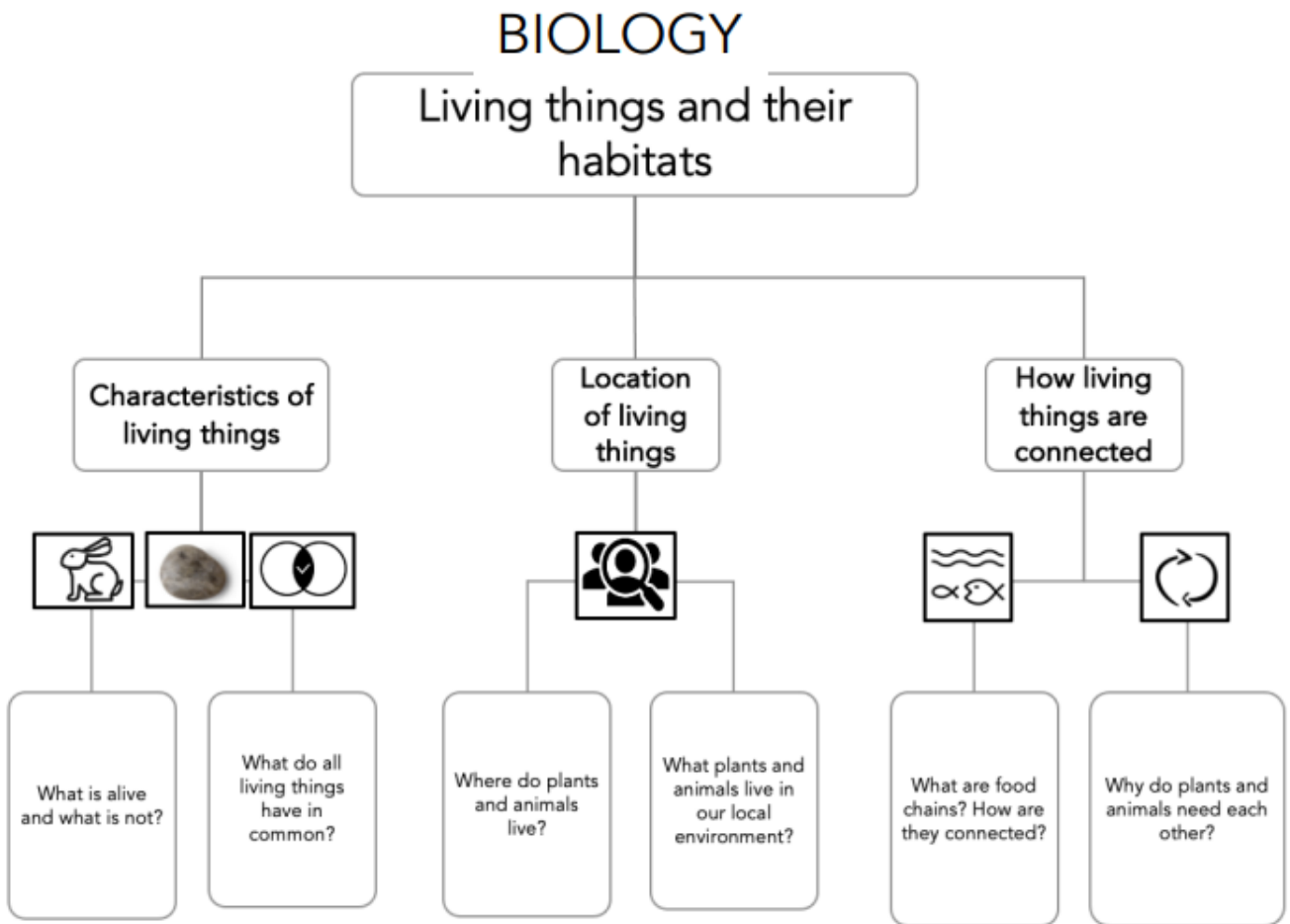
Children will continue to develop their reading and writing skills through study of our class texts. Children will develop a greater understanding and mastery of spelling, grammar and punctuation.

Children will read with an adult on a weekly basis, and will further develop their reading skills in Reading lessons, but we still recommend children read for at least 20 minutes every day with an adult.

<b><u>Reading</u></b>	<b><u>Writing (inc. SPAG)</u></b>
<b>Learning focuses</b>	<b>Learning focuses</b>
Draw inferences from reading.	Write simple, coherent narratives about personal experiences and those of others (real or fictional).
Predict from details stated and implied.	Write about real events, recording these simply and clearly.
Explain and discuss understanding of reading, maintaining focus on the topic.	Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.
Identify how language, structure and presentation contribute to meaning.	Use present and past tense mostly correctly and consistently.
Ask questions to improve understanding of a text.	Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.
Identify main ideas drawn from more than one paragraph and summarise these.	Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible 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.

## Science

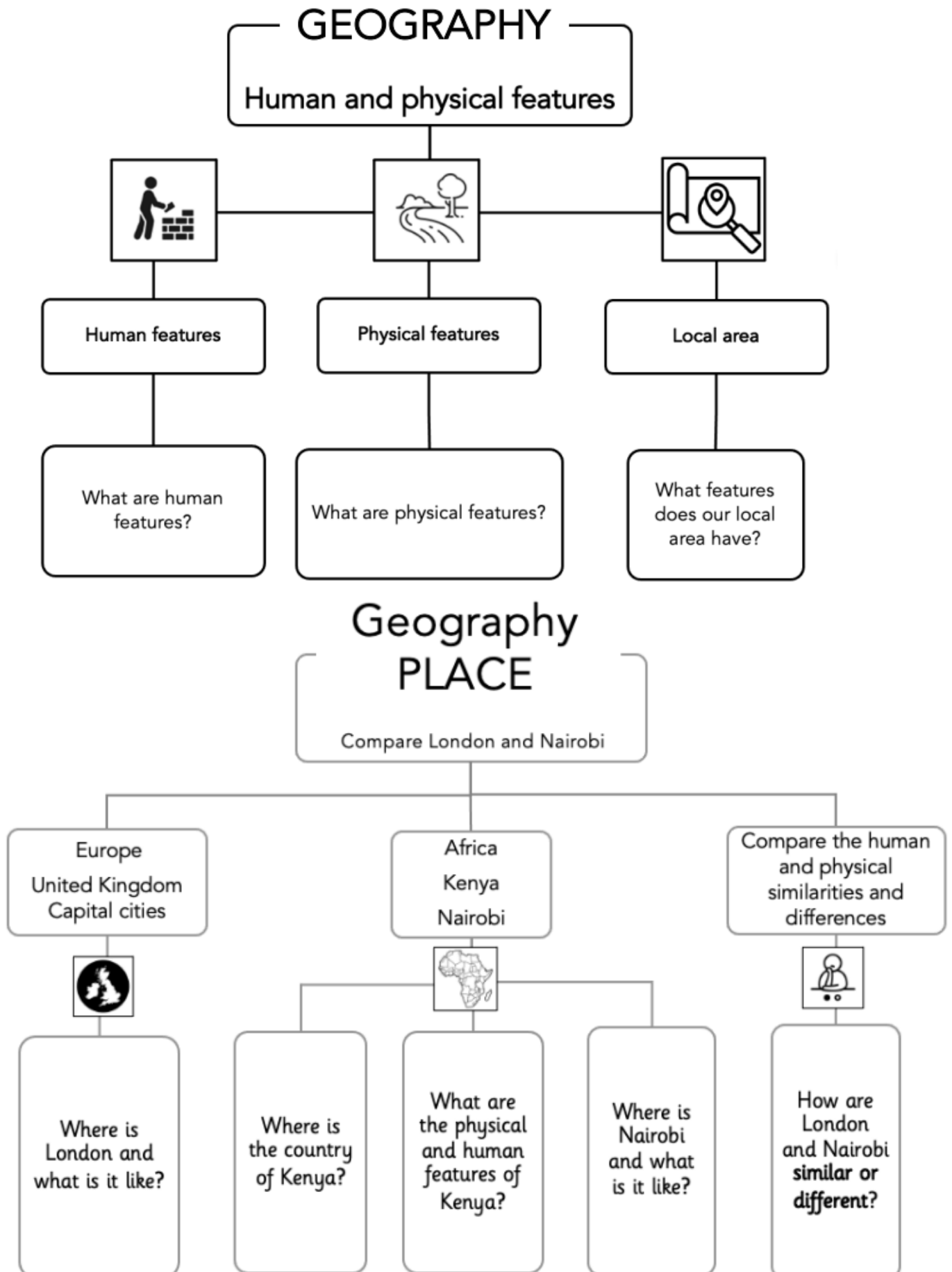
Our topics for this term are 'Living things and their habitats' and 'Animals, including humans'.



Children will continue to develop their 'Working Scientifically' skills by planning, designing, undertaking and evaluating their own investigations.

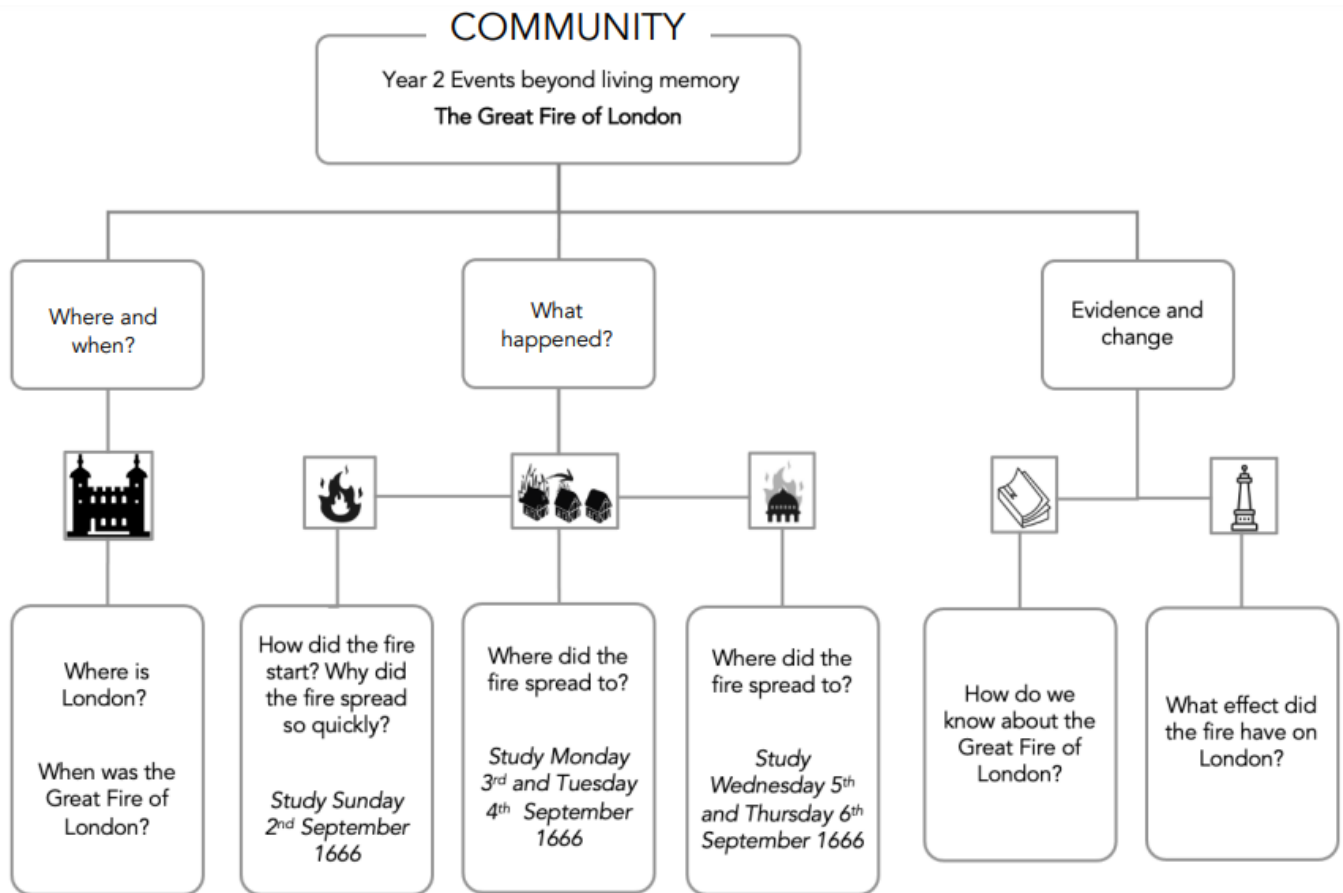
# Geography

Our topics for this term are 'Human and Physical features' and 'Compare a small part of the UK to a non-European location – London and Nairobi'.



## History

Our topic for the term is 'Events beyond living memory: The Great Fire of London'.



## Computing

Our topic for Computing this term is 'Creating Media: Digital Music'.

<b><u>Creating Media: Digital Music</u></b>					
<b>Learning objectives</b>					
How music makes us feel	Rhythms and patterns	How music can be used	Notes and tempo	Creating digital music	Reviewing and editing music

## PSHE/RSE

This term we will look at healthy lifestyles, growing and changing, and keeping safe.

Our RSE unit is called 'Created and Loved by God'.

## Art

Our topics for the term are 'Drawing' and 'Painting'.

Drawing	Painting												
<table border="1" data-bbox="193 297 746 660"> <thead> <tr> <th colspan="2" data-bbox="193 297 746 360">At the end of this block, pupils will ...</th> </tr> <tr> <th data-bbox="193 367 470 430">Know:</th> <th data-bbox="475 367 746 430">Be able to:</th> </tr> </thead> <tbody> <tr> <td data-bbox="193 436 470 660">The surface drawn on will create different effects</td> <td data-bbox="475 436 746 660">Use a range of mark makers to create a variety of effects which are dependent on the surface on which they are placed</td> </tr> </tbody> </table> <p data-bbox="193 701 746 1012">In this block, applying previously acquired skills, pupils 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.</p> <p data-bbox="193 931 746 1012">Pupils will use a picture book or piece of art as a starting point for their own artwork.</p>	At the end of this block, pupils will ...		Know:	Be able to:	The surface drawn on will create different effects	Use a range of mark makers to create a variety of effects which are dependent on the surface on which they are placed	<table border="1" data-bbox="874 297 1353 689"> <thead> <tr> <th colspan="2" data-bbox="874 297 1353 360">At the end of this block, pupils will ...</th> </tr> <tr> <th data-bbox="874 367 1114 430">Know:</th> <th data-bbox="1118 367 1353 430">Be able to:</th> </tr> </thead> <tbody> <tr> <td data-bbox="874 436 1114 689">Colour and line can be used to show mood, movement and feelings</td> <td data-bbox="1118 436 1353 689">Select colours and painting tools  Make painted marks to express feelings</td> </tr> </tbody> </table> <p data-bbox="874 734 1353 1012">In this block, pupils will respond to music as they explore line, colour and space. They will use traditional painting tools as well as make their own to manipulate the paint they work with.</p>	At the end of this block, pupils will ...		Know:	Be able to:	Colour and line can be used to show mood, movement and feelings	Select colours and painting tools  Make painted marks to express feelings
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## DT

Our topics for this term are Textiles and 'Food and Nutrition'.

Textiles	Food and Nutrition												
<table border="1" data-bbox="193 1214 746 1639"> <thead> <tr> <th colspan="2" data-bbox="193 1214 746 1276">At the end of this block, pupils will ...</th> </tr> <tr> <th data-bbox="193 1283 470 1346">Know:</th> <th data-bbox="475 1283 746 1346">Be able to:</th> </tr> </thead> <tbody> <tr> <td data-bbox="193 1352 470 1639">How to cut out shapes which have been created by using a template  How to use a range of basic sewing skills</td> <td data-bbox="475 1352 746 1639">Use a template to transfer a pattern  Cut out and join fabric shapes using a template</td> </tr> </tbody> </table> <p data-bbox="193 1680 746 1942">In this block, pupils will learn how to use a template to create a simple patchwork by repurposing clothing to create something practical and useful.</p> <p data-bbox="193 1861 746 1942">They will develop their skills using a needle and thread to create small, even stitches.</p>	At the end of this block, pupils will ...		Know:	Be able to:	How to cut out shapes which have been created by using a template  How to use a range of basic sewing skills	Use a template to transfer a pattern  Cut out and join fabric shapes using a template	<table border="1" data-bbox="857 1214 1378 1639"> <thead> <tr> <th colspan="2" data-bbox="857 1214 1378 1276">At the end of this block, pupils will ...</th> </tr> <tr> <th data-bbox="857 1283 1114 1346">Know:</th> <th data-bbox="1118 1283 1378 1346">Be able to:</th> </tr> </thead> <tbody> <tr> <td data-bbox="857 1352 1114 1639">Why vegetables are so important to our health  What processed foods are</td> <td data-bbox="1118 1352 1378 1639">Prepare a range of salad vegetables  Shape and season a bread snack</td> </tr> </tbody> </table> <p data-bbox="857 1680 1378 1942">In this unit, pupils will consider what being healthy means. They will learn that eating a variety of vegetables provides the body with the nutrients it needs. They will make products that use a range of vegetables and minimally processed foods.</p>	At the end of this block, pupils will ...		Know:	Be able to:	Why vegetables are so important to our health  What processed foods are	Prepare a range of salad vegetables  Shape and season a bread snack
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## **PE**

Our focus for this term is on honing our skills in games and gymnastics. PE will be taught by Mr Cook on Mondays and Mr Hurd on Wednesdays.

## **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**