

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'.

| Beginning: God at every beginning Learning objectives | | | | |
|--|--|--|---|---|
| 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. |

| Belonging: Signs and symbols Learning objectives | | | | | |
|---|---------------------------------|--|--|---------------------------------------|--|
| 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.

| Place Value | Addition and Subtraction | Shape |
|--|---|--|
| 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 three 1-digit numbers | Sort 2-D shapes |
| Write numbers to 100 in expanded form | Add to the next 10 | Count faces on 3-D shapes |
| Place 10s and 1s on the number line to 100 | Add across a 10 | Count edges on 3-D shapes |
| Estimate numbers on a number line | Subtract across 10 | Count vertices on 3-D shapes |
| Compare objects and numbers | Subtract a 1-digit number from a 2-digit number (across a 10) | Sort 3-D shapes |
| Order objects and numbers | 10 more and 10 less | Make patterns with 2-D and 3-D shapes. |
| Count in 2s, 5s and 10s | Add and subtract 10s | |
| Count in 3s | Add two 2-digit numbers | |
| | 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

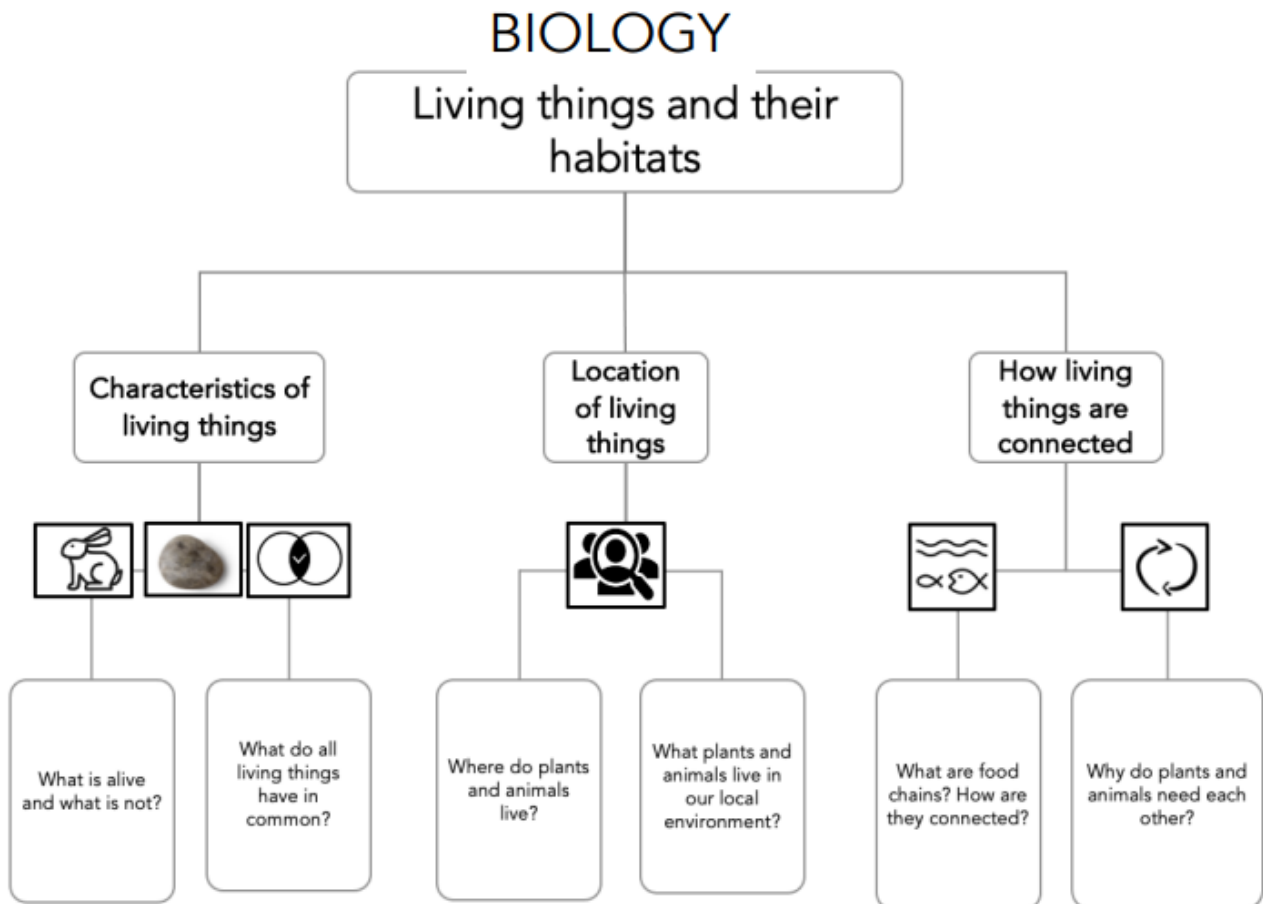
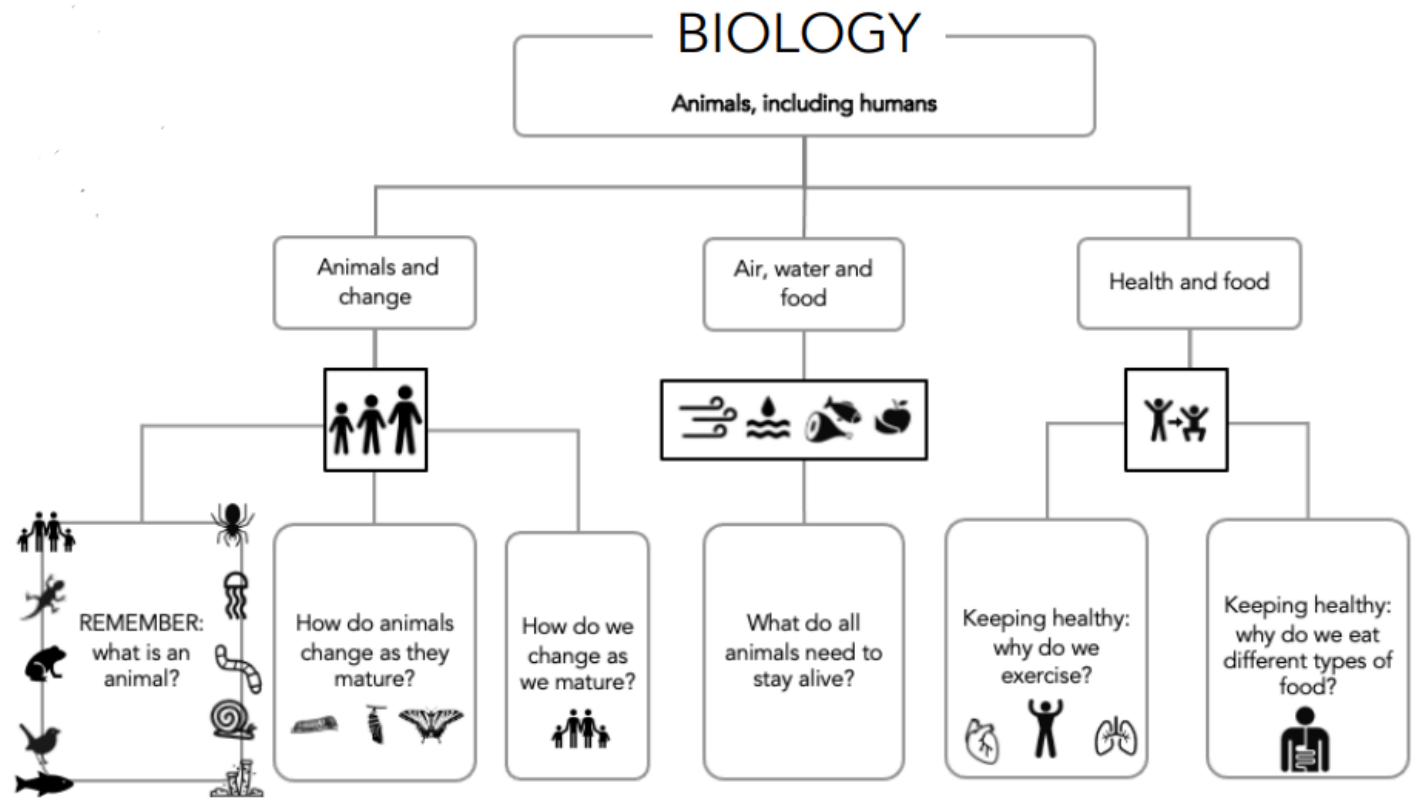
Children will continue to develop their reading and writing skills through study of our class texts. Children will develop a greater understanding and mastery of spelling, grammar and punctuation.

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.

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

Science

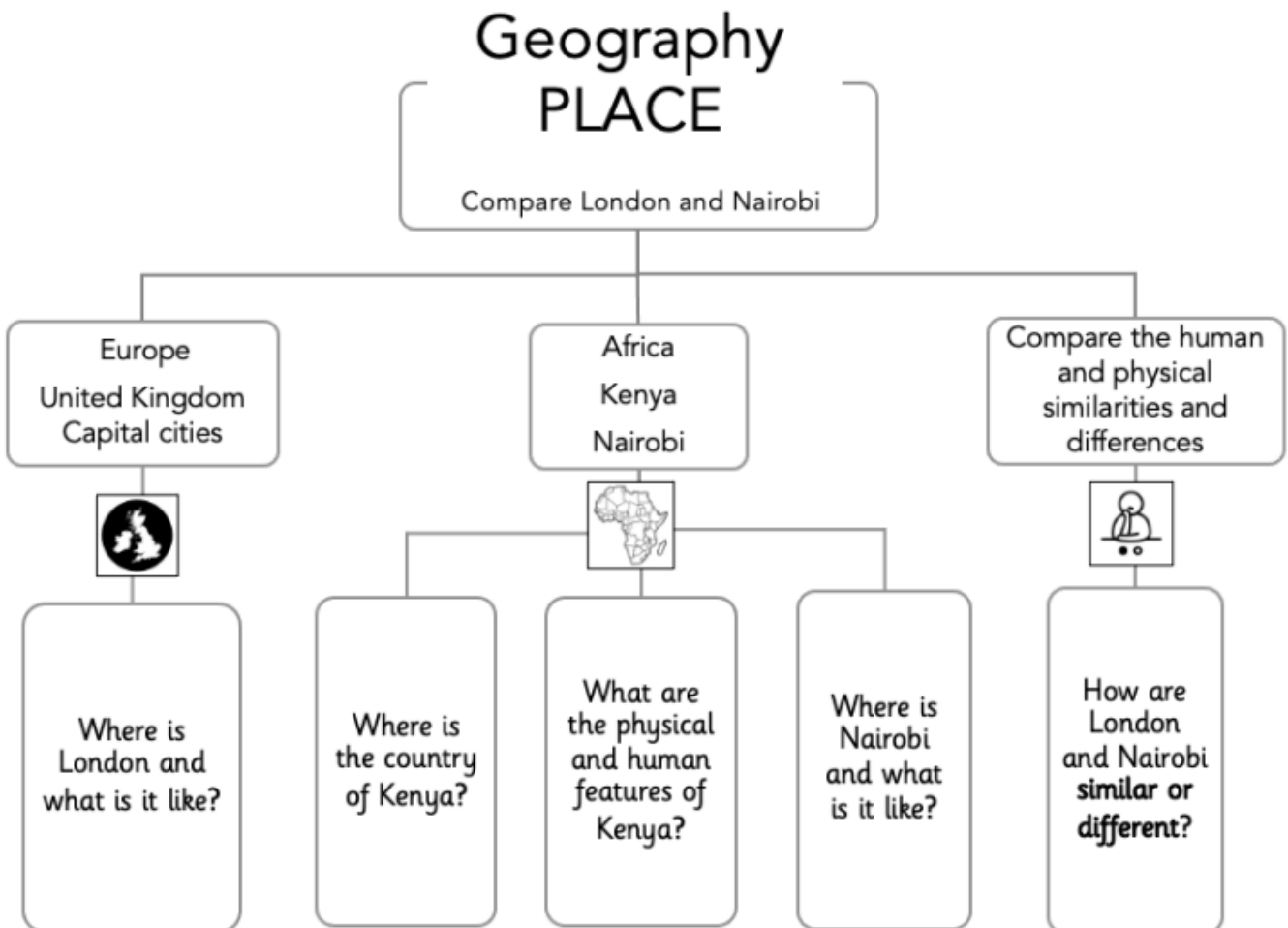
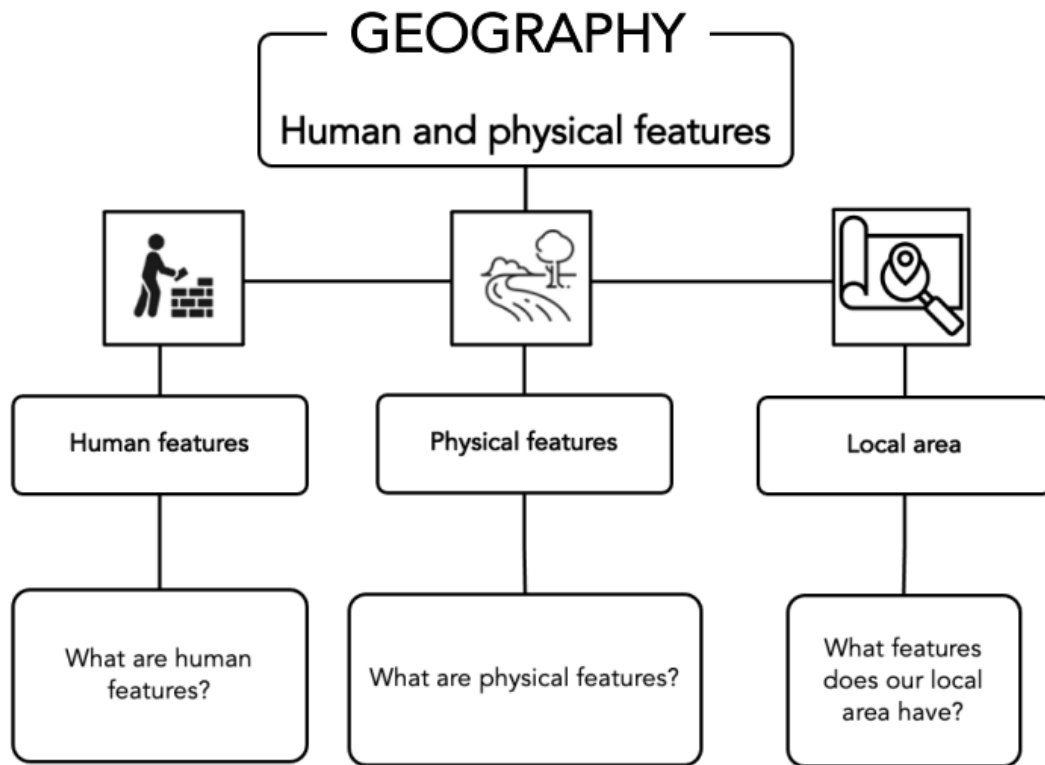
Our topics for this term are 'Living things and their habitats' and 'Animals, including humans'.



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

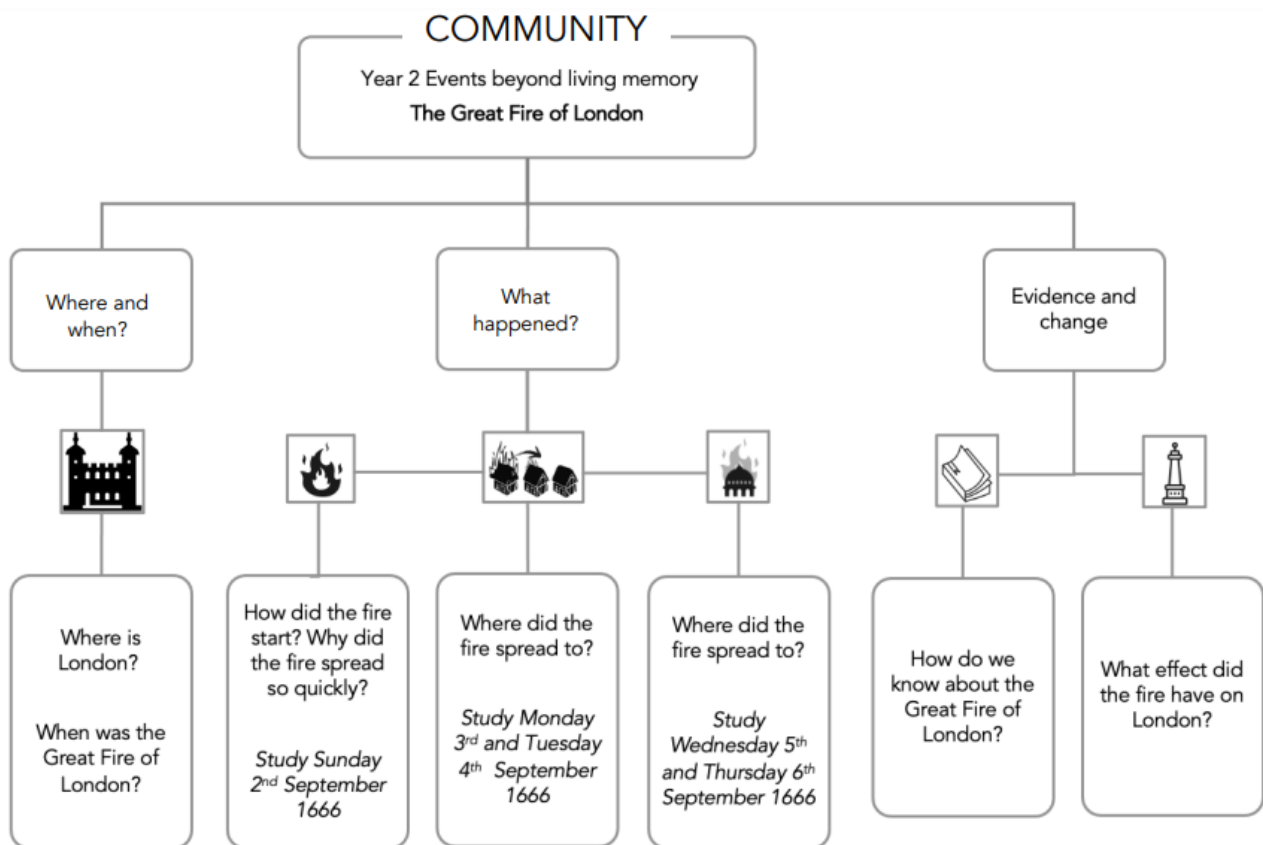
Geography

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'.

| Creating Media: Digital Music | | | | | |
|-------------------------------|-----------------------|------------------------|------------------|-------------------------|------------------------------|
| Learning objectives | | | | | |
| 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'.

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.

Art

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

| Drawing | | Painting | |
|--|---|---|---|
| At the end of this block, pupils will ... | | At the end of this block, pupils will ... | |
| Know: | Be able to: | 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 | Colour and line can be used to show mood, movement and feelings | Select colours and painting tools Make painted marks to express feelings |
| <p>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>Pupils will use a picture book or piece of art as a starting point for their own artwork.</p> | | <p>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> | |

DT

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

| Textiles | | Food and Nutrition | |
|--|---|--|-------------------------------------|
| At the end of this block, pupils will ... | | At the end of this block, pupils will ... | |
| Know: | Be able to: | Know: | Be able to: |
| How to cut out shapes which have been created by using a template | Use a template to transfer a pattern | Why vegetables are so important to our health | Prepare a range of salad vegetables |
| How to use a range of basic sewing skills | Cut out and join fabric shapes using a template | What processed foods are | Shape and season a bread snack |
| <p>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>They will develop their skills using a needle and thread to create small, even stitches.</p> | | <p>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> | |

I am looking 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**