

CURRICULUM OVERVIEW

Sharing our learning



Y2 INFORMATION

- YEAR: 2021/22 • TERM: 4
- CONTACT: year2@st-johnfisher.org

Y2 TEACHING & LEARNING TEAM

- Mrs A Broadhead
- Miss R D'Roza
- Mr Johnson
- Mrs N Cox
- Mr W Ormesher

Dear Parents and Carers,

This is our fourth curriculum overview of the school year and its purpose is to share information about what the children will be learning this term. This is a key term as we prepare for a range of different statutory assessments and other checks that will take place in Term 5, after the Easter holiday. We are also due for an external moderation of a number of areas, facilitated by the local authority. The key assessment areas are:

- **FS2** - a formal check on the progress of children in this key foundation year
- **Y1** - National Phonics Screening
- **Y2** - end of Key Stage 1 statutory assessments (SATs) & follow-up National Phonics Screening*
- **Y3** - writing moderation
- **Y4** - formal multiplication tables assessment and writing moderation
- **Y5** - writing moderation
- **Y6** - end of Key Stage 2 statutory assessments (SATs) *for children who did not achieve the standard in Y1

Attendance is therefore very important; not just to support children with their learning (so they can get to where they have the potential to be), but also for their wellbeing. We know that absence from school makes many children anxious because they tell us that they worry about missing learning and being with classmates.

We know that there are times when absence is absolutely unavoidable, especially during the pandemic, which has taken a heavy toll on so many of us. Whenever children return after an absence, we therefore work very hard to help them settle back in. However, we also really do appreciate it when unnecessary absences are avoided, for example, term-time holidays and appointments where there is an option for them to be after school, during the school holidays or towards the end of a school day. This means that only a minimum amount of learning and time spent with friends/classmates is lost.

As usual, this overview contains important information about the children's curriculum and the key words that they will need to know as they expand their knowledge and skills. You will also find tips for supporting them.

Please encourage your children to complete homework tasks. If they have done their best, but have not managed to finish a task or have not understood something, please offer reassurance and tell them to stop. Try to avoid the temptation to 'over-help', as this can mask issues and delay them getting help. Simply notify us via email, a note or a phone call and we will follow everything up positively, offering lots of encouragement.

If you have any questions or need support, please contact us. We would also really like to hear from you if you have specific knowledge, experiences or artefacts, related to our topics, that you would like to share.

Yours sincerely,

Headteacher

TERM 4 LEARNING VALUE

Our Term 4 Learning Value is 'Self-Belief'.

Self-belief is all about:

trusting in your own abilities

- ✓ setting yourself challenging goals
- ✓ gaining confidence and thinking of yourself positively



If you have self-belief what do you realise?

- ✓ you can reach your potential if you believe in yourself
- ✓ you should set more challenging goals to help stay motivated
- ✓ gaining confidence gives you the strength to carry on – even when it's really hard

How can you can show self-belief?

- ✓ by having a positive and determined mind set
- ✓ by setting yourself challenging goals and having the courage to try (and keep trying) to achieve them
- ✓ by really believing that you can reach your potential and achieve your goals

The following words come to mind when we think of self-belief:

- courage
- tenacity and focus
- assuredness
- determination
- faith
- inner strength
- positivity
- confidence
- resilience



RE

Information about our Term 4 RE curriculum is in the 'Come and See' letter accompanying this overview. Details of liturgies, Masses and services will be shared in the weekly newsletter, available [here](#) and recordings can be viewed via this [link](#). In Term 4 we focus on the key virtues of 'Love' and 'Charity', which are especially relevant during the season of Lent and our journey to the greatest feast of Easter.

OUR THEME

Our Y2 theme this term has quite a big History focus. The children will learn about the Great Fire of London and reflect on its impact on those caught up in it; how it caused everyone to spring into action in order to try and control it and limit damage and loss of life. The children will reflect on how the fire forced people to think again about what they would need to do in order to prevent and deal with fires in the future.

Key words we will be using are:

- ✓ Pudding Lane
- ✓ events
- ✓ Samuel Pepys
- ✓ King Charles II
- ✓ St Pauls Cathedral
- ✓ diary
- ✓ past and present

You can support your child's learning at home by:

- ✓ investigating the design of houses and the materials used in their construction
- ✓ exploring how materials used to build houses changed after the fire
- ✓ researching interesting facts about 'The Great Fire of London'
- ✓ reflecting on some of the different ways cities prepare for potential disasters today



ENGLISH

Spelling, Punctuation, Grammar & Handwriting

All children benefit from having regular handwriting and spelling practise and regular grammar and punctuation sessions focused on meeting their *individual* needs.

Guided Reading

All children will have daily reading activities to boost their levels of confidence, enjoyment and their comprehension skills.

You can support your child's learning at home by:

- ✓ reading and writing instructions
- ✓ describing images, including lots of adventurous adjectives and similes
- ✓ looking at how non-chronological reports are presented and organised
- ✓ researching and learning about plants

MATHEMATICS

We will focus on money, fractions and addition/subtraction with regrouping.

Key words we will be using are:

- ✓ money
- ✓ amount
- ✓ total
- ✓ change
- ✓ notes
- ✓ coins
- ✓ half/quarter/third
- ✓ addition/subtraction
- ✓ regrouping
- ✓ hundreds/tens/ones
- ✓ total

You can support your child's learning at home by:

- ✓ playing games to practise the skills e.g. setting up a shop at home encouraging children to answer questions about **number bonds** to 20 and further e.g. 15 and 5; 8 and 12; 19 and 1 and so on...
- ✓ revising the names and amounts of coins
- ✓ identifying $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{3}{4}$ of amounts and objects
- ✓ accessing **MyMaths** regularly and having a good go at the challenges and tasks
- ✓ encouraging them to access **TT Rock Stars** as much as possible in order to beat their best scores
- ✓ 2x, 3x, 4x, 5x and 10x tables linking to division facts

HISTORY

We will:

- tell stories about the past and talk about differences between things from the past and now
- use appropriate language in order to describe things from the past accurately
- ask questions of older people in order to find out more about the past
- begin to use different types of evidence in order to discover facts about the past
- use timelines in order to sequence events accurately from 'The Great Fire of London' and use key dates to order events, dividing the past into different periods of time presented this on a timeline



Key words we will be using are:

- ✓ *chronological order*
- ✓ *sequence*
- ✓ *individual*
- ✓ *compare*
- ✓ *Pudding Lane*
- ✓ *events*
- ✓ *Samuel Pepys*
- ✓ *King Charles II*
- ✓ *St Pauls Cathedral*
- ✓ *diary*
- ✓ *past*
- ✓ *present*

You can support your child's learning at home by:

- ✓ *reading about the event*
- ✓ *looking at why these people are famous*
- ✓ *locate where these events are on a timeline*

SCIENCE

The children will:

- identify and name everyday materials
- identify different uses of everyday materials
- record their observations
- demonstrate and explain how shapes of objects made from some materials can be changed
- explain what recycling means

Key words we will be using are:

- ✓ *materials*
- ✓ *dull*
- ✓ *Shiny*
- ✓ *opaque/transparent*
- ✓ *stretchy*
- ✓ *bendy*
- ✓ *soft/hard*
- ✓ *smooth/rough*
- ✓ *waterproof/absorbent*
- ✓ *cheap/expensive*

You can support your child's learning at home by:

- ✓ *talking about different types of materials*
- ✓ *trying to change the shape of various materials*
- ✓ *looking at the different types of recycling*



MUSIC

This term, we will continue to explore African drumming. We will revisit African culture in order to understand the various musical instruments we will use. We will play different rhythms and create our own in small groups.



Key words we will be using are:

- ✓ Brazil
- ✓ samba bateria
- ✓ rhythmic
- ✓ beat
- ✓ crotchet
- ✓ quaver
- ✓ semiquaver

You can support your child's learning at home by:

- ✓ continuing to practise skills learned, just like any drummer who is just starting out, by grabbing whatever kitchen utensils you can in order to create interesting noises and rhythms
- ✓ asking your child to show you the three different basic rhythms that align together in order to create the samba 'groove' – making sure you drum along with your child

FRENCH

This term the children will:

- practise making the correct sounds to pronounce French words correctly
- using listening skills to help them hear new sounds, words and phrases
- enjoy rhymes, songs, stories and games designed to build understanding
- write words and phrases correctly in French



Primary Languages Network

Key words we will be using are:

- | | | | |
|--------------------|---------------------|------------------------|---------------------------------|
| ✓ snail (escargot) | ✓ bee (abeille) | ✓ butterfly (papillon) | ✓ other 'mini-beast' vocabulary |
| ✓ Easter (Paques) | ✓ colour vocabulary | ✓ jaune | ✓ bleu ✓ brun |
| ✓ noir ✓ vert | ✓ rouge | ✓ orange | ✓ blanc ✓ rose |

You can support your child's learning at home by:

- ✓ practising the vocabulary and joining in with songs and games and activities on the web

PE

This term the children will focus on developing the important core multi-skills that underpin all sporting activity, as well as our 'REAL PE' challenges, all whilst focusing on embedding self-belief, our Term 4 value in everything.

Key words we will be using are:

- | | | | | |
|-----------|---------------|-------------------|------------|-------------|
| ✓ balance | ✓ agility | ✓ coordination | ✓ share | ✓ cooperate |
| ✓ honesty | ✓ self-belief | ✓ "I will try..." | ✓ creative | support |

You can support your child's learning at home by:

- ✓ continuing to asking them about their lessons and what they have learned
- ✓ asking them to 'teach' you
- ✓ practising the skills learned in school



COMPUTING

The children will begin to understand what the term data means and how data can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. The children will use the data presented to answer questions.

Key words we will be using are:

- ✓ data
- ✓ pictogram
- ✓ attribute
- ✓ organise
- ✓ present
- ✓ block diagrams
- ✓ questions

You can support your child's learning at home by:

- ✓ look at example pictograms
- ✓ make/design your own pictogram at home

PSHCE

This term we will be exploring our learning value of self-belief. We will look into what we can do to boost our own self-belief and those around us.

Key words we will be using are:

- ✓ goals
- ✓ achievement
- ✓ aspirations
- ✓ growth mind-set

You can support your child's learning at home by:

- ✓ supporting your child to think about what they aspire to achieve
- ✓ challenging your child supportively to think about why it is important to be ambitious for themselves and aim high in everything they do
- ✓ reflecting on those things that help them to feel and be more positive and those things that do not

ART AND DT

This term our focus will link to our Great Fire of London topic as we investigate the best ways to design and construct Tudor house structures. We will and look into art inspired by The Great Fire of London.

Key words we will be using are:

- ✓ strong
- ✓ stable
- ✓ design
- ✓ test
- ✓ construct
- ✓ construction
- ✓ waterproof
- ✓ technique
- ✓ materials
- ✓ strength
- ✓ sustainable
- ✓

You can support your child's learning at home by:

- ✓ discussing what can happen when fires are present
- ✓ unpicking how Tudor houses were originally made and why London caught fire so quickly.

