

# CURRICULUM OVERVIEW

Sharing our learning



## Y2 INFORMATION

- YEAR: 2022-23
- TERM: 1
- CONTACT: [year2@st-johnfisher.org](mailto:year2@st-johnfisher.org)

## Y2 TEACHING & LEARNING TEAM

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

Dear Parents and Carers,

This is the first curriculum overview of our new school year. Its purpose is to let you know what your children will be learning during the first term. We will also offer suggestions for supporting your children at home.

New learning can be fragile which is why it is important to give our children the right kind of support in school and at home. If we get it right our children will feel positive and confident as they learn and make progress.

We do set homework to support and consolidate their new learning and to encourage the children. Our expectations regarding homework will therefore also be shared in this overview.

Children are always encouraged in school, and all we ask is that they do their best both in school and at home. We understand that children learn best when they are confident; they are most confident when they are happy; and they are most happy when they feel loved, supported and encouraged.

Clearly, it is important that homework is attempted by children on their own. If children do not understand something **they should never worry**. This means that the homework has done its job. If this happens then simply offer reassurance and encourage your children to do as much as they can. This will really help us to understand what they actually remember and know and where any gaps are, so that the right support can be offered.

If children have genuinely done their best we will *always* be proud of them, whatever they manage to do. We never want our children panicking or feeling anxious. If your child is stuck then simply notify staff in person, via the class email or by adding a note to the homework. Tell us what they remembered, could do and what they struggled with, so that we can follow it up with lots and lots of reassurance and the right kind of support.

With this in mind, please avoid the temptation to 'over-help' your children with homework tasks. This could end up masking important issues and delay children getting the help they need. Just offer encouragement and keep telling them that everyone at school will understand and will help and support them.

We know that ways of teaching and learning do change over time and so we are **always** happy to explain our approach if you are not sure and have questions. Please just ask. Children can find it more confusing if parents/carers try to show them what they remember being taught at school, especially if this is very different.

As always please contact us if you can offer support with any aspect of the curriculum overview perhaps because you have particular skills, knowledge or experiences, artefacts, useful contacts or you would like to volunteer to help us on an educational visit (subject to COVID guidance).

Thank you for your support.

Yours sincerely,

  
Headteacher



**TERM 1 LEARNING VALUE**

Our value for this term is '**Determination**'. Being determined is having the ability to keep going, even when there are setbacks. It's accepting that things don't always work out the way you expect them to, but continuing to set new goals that help you to grow as a person. Believing in yourself, being patient, and being the best that you can be are all important parts of determination!



*What does determination look like to you?*

- ✓ you can say "Yes I can!"
- ✓ you can set yourself your own challenging goals
- ✓ you have confidence in yourself to keep going, even when things get tough

*If you have determination what do you realise?*

- ✓ never, ever, ever give up
- ✓ you can reach your potential if you believe in yourself
- ✓ confidence gives you the strength to carry on when it's really hard

*How can you show determination?*

- ✓ having a positive and determined mind-set
- ✓ setting challenging goals and having the courage to try
- ✓ be a superhero
- ✓ say "Yes I can!"



**RE**

Information about our Term 1 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 1 we focus on the key virtues of '**courtesy**', '**honesty**' and '**thankfulness**', which are very relevant as we continue our Eastertide journeys together.

**HOMEWORK**

Homework is given out on Tuesday and it is expected back by the following Tuesday. It will consist of:

- a mix of 'MyMaths' online homework ([www.mymaths.co.uk](http://www.mymaths.co.uk)) and other Mathematics homework
- 'Bug Club' for reading homework
- spellings for a weekly spelling quiz each Friday (please work hard on these to meet new standards)
- cross-curricular theme-related homework at various other times (not each week)

**OUR THEME**

Our theme has a Science and Geography focus. The children will learn about habitats and the seaside.

**Key words we will be using are:**

- ✓ living/alive/non-living/dead
- ✓ herbivore/omnivore/carnivore
- ✓ urban/rural
- ✓ woodland
- ✓ pond
- ✓ coast
- ✓ habitat/microhabitat
- ✓ ocean
- ✓ Arctic
- ✓ desert

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

- ✓ investigating what seaside resorts are like
- ✓ exploring how animals and humans constantly adapt/change due to how seaside resorts develop
- ✓ researching seaside resorts and reflecting on the different ways they are similar and different to Sheffield

## 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 confidence, enjoyment and their comprehension skills.

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

- ✓ reading and writing stories
- ✓ looking at how sentences are formed and use capital letters, full stops and conjunctions correctly
- ✓ describing images, including lots of adventurous adjectives and similes
- ✓ looking at how stories are presented and organised
- ✓ researching and learning about habitat changes and adaptation

## MATHEMATICS

We will focus on:

- place value
- solving word problems involving addition, subtraction, multiplication or division in contexts of numbers, measures or pounds and pence
- deriving and recalling all addition and subtraction facts for each number to at least 10, all pairs with totals to 20 and all pairs of multiples of 10 with totals up to 100
- deriving and recalling multiplication facts for the 2,3,4,5 and 10 times tables and the related division facts; recognising multiples of 2,3,4,5, and 10

## Key words we will be using are:

- ✓ value
- ✓ digit/number
- ✓ odd/even
- ✓ ones/tens/hundreds
- ✓ addition/plus
- ✓ subtraction/take away
- ✓ equal/same as

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

- ✓ playing games to practise the skills e.g. setting up a shop at home
- ✓ using a calculator to do calculations and find answers
- ✓ continuing to learn times tables (and related division facts)
- ✓ 2x,3x, 4x, 5x and 10x tables linking to division facts
- ✓ talking about what makes a number



## GEOGRAPHY

We will be learning about the geographical features of the seaside, both human and physical. The children will learn about seaside environments; finding out where they are located in the United Kingdom and seaside resorts nearest their own locality using maps, aerial photograph, webcams and developing their key vocabulary. We will learn about the similarities and differences between seaside resorts and their own locality, looking at how resorts have changed over time.

### Key words we will be using are:

- ✓ map
- ✓ compass points
- ✓ north/south/east/west
- ✓ features
- ✓ natural
- ✓ Man made
- ✓ temperature
- ✓ climate and weather
- ✓ harbour
- ✓ Shop
- ✓ shore

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

- ✓ reading various maps and trying to use various grid references
- ✓ looking at seaside locations on the map and what is near it
- ✓ beginning to describe how an island is different from the mainland
- ✓ describing simple human and physical features about seaside resorts
- ✓ describing, in as much detail as possible, how seaside resorts have changed over time

## SCIENCE

The children will learn about a variety of habitats and the plants and animals that live there. They learn to tell the difference between things that are living, dead and things that have never been alive, and apply this in a range of contexts. They make observations of a local habitat and the creatures that live there, investigating conditions in local microhabitats and how they affect the mini-beasts found within them.

### Key words we will be using are:

- ✓ living/
- ✓ non-living/dead
- ✓ herbivore/omnivore/carnivore
- ✓ urban
- ✓ woodland
- ✓ pond
- ✓ coast
- ✓ microhabitat
- ✓ ocean
- ✓ Arctic
- ✓ desert

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

- ✓ talking about what makes something 'alive'
- ✓ talking about the features of a habitat
- ✓ sharing how you look after your pets (if you have them) and what you do to help them live happily





## MUSIC

This course will introduce the pupils to the ukulele. They will learn the different parts of a ukulele, where the instrument comes from and be able to play one themselves. Pupils will be taught how to hold the instrument, the correct technique when plucking the strings, and how to hold down the strings correctly on the neck to produce a different pitch. They will then be shown how to play some simple rhythms and songs together as a class and individually.

**Key words we will be using are:**

- ✓ ukulele
- ✓ Hawaii
- ✓ strings
- ✓ fretboard
- ✓ pitch
- ✓ rhythm
- ✓ strumming
- ✓ ensemble
- ✓ soloist



## FRENCH

In this unit the children will focus on learning how to say French phrases related to greetings, saying goodbye, name phrases and superheroes!

**Key words we will be using are:**

- ✓ bonjour
- ✓ salut
- ✓ ca va
- ✓ comment t'appelles-tu ?
- ✓ je m'appelle
- ✓ au revoir
- ✓ numbers 1-10
- ✓ colours



Primary Languages Network

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

- ✓ talking about these phrases and helping your child to say them

## COMPUTING

*Information technology around us*

The children will develop their understanding of what information technology (IT) is and begin to identify examples around them in their daily lives. They will discuss where they have seen IT used in school and beyond - in settings such as shops, hospitals, and libraries. The children will then investigate how IT is used to improve our world as they also focus on the importance of using IT responsibly.

**Key words we will be using are:**

- ✓ personal computer (PC)/laptop/tablet
- ✓ barcode scanner
- ✓ bank card/chip and pin
- ✓ traffic lights

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

- ✓ think of IT as computers and pieces of equipment that can be made to work with them
- ✓ finding examples at home, for example: personal computer (PC), laptop, tablet, smart TV, scanner, printer, smart speaker
- ✓ exploring where IT can be found in shops and thinking about the different ways it can be used, e.g. bank card, chip and PIN card reader, till, scanner, bar code, traffic lights, crossing button and signal

## 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 – whilst focusing on embedding **determination** in all we do, which is our Term 1 value.

## Key words we will be using are:

- ✓ balance
- ✓ agility
- ✓ coordination
- ✓ share
- ✓ cooperate
- ✓ determination
- ✓ resilience

## 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

