

CURRICULUM OVERVIEW

Sharing our Learning



Y2 INFORMATION

- YEAR: 2022/23 • TERM: 4
- CONTACT: year2@st-johnfisher.org

Y2 TEACHING & LEARNING TEAM

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

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. The key assessment areas are:

- **FS2** - a formal check on the progress of children in their key foundation year
- **Y1** - National Phonics Screening
- **Y2** - Key Stage 1 statutory assessments (SATs), writing moderation and follow-up phonics screening*
- **Y3** - writing moderation
- **Y4** - formal multiplication tables assessment and writing moderation
- **Y5** - writing moderation
- **Y6** - Key Stage 2 statutory assessments (SATs) and writing moderation

*for children who did not achieve the phonics standard in the Y1 national screening

Good attendance is always important, but even more so this term, and not just because it will really support children to learn and progress, but also to support their wellbeing. We know that absence from school makes many children anxious because they tell us that they worry about missing learning and their classmates.

We know that there are times when absence is unavoidable, for example, when children are poorly, and so we always work very hard to help them settle back in. We also do really appreciate it when unnecessary absences are avoided, for example, no term-time holidays and odd days here and there, as well as appointments, if there is an option for them to be made after school, during school holidays or at the end of a school day. This really does help children to maintain both their learning and connections with friends.

As usual, the overview contains important information about the children's curriculum and the key words they will need to know if they are going to be able to know and do more. There are also 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 over the phone and we will follow it up positively, and offer 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,

Havvett
Headteacher

TERM 4 LEARNING VALUE: SELF-BELIEF

- **Self-belief is all about**
 - ✓ trusting in your own abilities
 - ✓ setting yourself challenging goals
 - ✓ gaining confidence
 - ✓ thinking of yourself positively

"Self confidence is a super power. Once you start to believe in yourself, magic starts happening."

-UNKNOWN



ST CLARE
Catholic Multi Academy Trust



- **If you have self-belief, you realise that:**
 - ✓ you can reach your potential if you believe in yourself
 - ✓ you should set yourself challenging, yet achievable, goals to help stay motivated
 - ✓ gaining confidence will give you the strength to carry on (and on) – even when there are challenges
- **You can show your self-belief by:**
 - ✓ having a positive and determined mindset
 - ✓ being courageous and resilient when facing the challenging, but achievable, goals you set yourself
 - ✓ knowing that you will reach your potential and achieve your goals

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

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



RE & CATHOLIC LIFE

Click [here](#) for information about our Term 4 RE curriculum. Details of liturgies, Masses and services are shared via our online calendar, our website and in our newsletters (click [here](#)). Recordings can be viewed via this [link](#).

In Term 4 we focus on the virtues of 'Love' and 'Charity', which are especially relevant during the season of Lent and our journey to the greatest feast of Easter.



During Lent chaplains will support staff with the organisation of simple daily Lenten class liturgies. These will run from **Monday 27th February 2023** until **Friday 31st March 2023**. Please book through the school office and arrive by 3.05pm. The Lenten liturgies will take place in classes on the following days.

Monday	Tuesday	Wednesday	Thursday	Friday
Y1 Y5 Y6	FS2 Y3 Y4 Y5 Y6	FS2 Y1 Y2 Y5 Y6	FS2 Y1 Y2 Y3 Y4	FS2 Y2 Y3 Y4

OUR THEME

Our Y2 theme this term has a big History focus. The children will learn about the great fire of London, and will be encouraged to explore its impact for everyone caught up in it. They will consider how people responded in order to limit the loss of life and damage. The children will also reflect on how the fire forced a rethink on many things, including building design and planning, in order to prevent similar devastation from future fires.

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:

- ✓ 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 graphs, fractions and addition/subtraction with regrouping.

Key words we will be using are:

- ✓ 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 be continuing on with our work around animals and their needs. We will:

- know that animals, including humans, have offspring which grow into adults
- describe the basic needs of animals, including humans, for survival
- describe the importance for humans of exercise, eating healthily and maintaining good hygiene

Key words we will be using are:

- | | | | |
|-----------|--------|---------------|---------------|
| ✓ mammals | ✓ eggs | ✓ observation | ✓ description |
| ✓ parents | ✓ milk | ✓ nest | ✓ |

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

- ✓ talking about different types of animals you see
- ✓ talking about how important a healthy lifestyle is encouraging exercise
- ✓ encouraging healthy eating at home to reinforce the knowledge the key messages about good diet

MUSIC

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



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

