

CURRICULUM OVERVIEW

Sharing our learning



Y2 INFORMATION

- **YEAR:** 2021-22 • **TERM:** 6
- **CONTACT:** year2@st-johnfisher.org

Y2 TEACHING & LEARNING TEAM

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

Dear Parents and Carers,

This is our sixth and final curriculum overview of the academic year and contains important information about what your child will be learning this term. It also includes the key words that the children need to know as they continue to develop knowledge and skills. You will also find the usual tips for helping your children at home.

Good attendance at school is extremely important not just for supporting children's learning and progress, but also for their wellbeing and broader development as happy, confident and resilient young people. Please help us by avoiding unnecessary absences wherever possible, and especially term-time holidays. Thank you.

If you have any questions or if you require support, please do *not* hesitate to contact us. We would also really like to hear from you if you have knowledge and experiences related to our topics to share with the children or you can support us in any other way. Thank you.

Yours sincerely,

Headteacher

TERM 6 LEARNING VALUE: PASSION

Passion is very important because it is what motivates us and drives us on more than anything else - even when we find something tough to do or understand. It enables us to be resilient and to keep pushing on to go further and further.

Passion comes from deep within us and we show that we have passion when we are extremely committed to something and really care about it. Our passion can be demonstrated in both obvious and quiet ways. It enables us to be focused, determined and fearless when learning and confronting challenges.

Having passion can drive a person to achieve much more than they ever thought possible; overcoming all sorts of barriers and challenges along the way! It can make learning, and life generally, more exciting too!

Passionate people inspire others to also be passionate and strong too. Being passionate encourages us to believe in ourselves and to be more confident and resilient – all important for learning and wellbeing. The world needs passionate people because even just one passionate person can change it for the better!



RE & CATHOLIC LIFE

Click [here](#) for information about our Term 6 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](#).



ST CLARE
Catholic Multi Academy Trust





This term we the children will focus on learning about the important virtues of **honesty** and **service** in their Tuesday class assemblies. The virtues will also be celebrated in citizenship assemblies and throughout the curriculum. Both virtues are important as we continue responding to the key messages of Easter in all aspects of our lives.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Citizenship & Statement of Belief Assembly (Headteacher)	'Virtues to Live By' Class Assembly (Teachers & Chaplains)	Themed Assembly (Staff-Led)	Weekly Liturgy of the Word (Class-Led)	Celebration Assembly (Headteacher & Deputy Headteacher)
Chaplains' Liturgies (Years 1, 5 and 6)				Chaplains' Liturgies (Years 2, 3 and 4)
				Story Liturgy (FS2)

HOMEWORK

- Homework is given out on Friday and it is expected back by the following Friday. It will consist of:
- a mix of 'MyMaths' online homework (www.mymaths.co.uk) and other Mathematics homework
 - 'Bug Club' for reading homework
 - spellings for a weekly spelling quiz each week (please work hard on these to meet new standards)
 - cross-curricular theme-related homework at various other times
 - multiplication (times) tables

ENGLISH

Spelling, Punctuation, Grammar & Handwriting

All children benefit from daily handwriting and spelling practise, and regular grammar and punctuation sessions focused on meeting their individual needs. Children have individual targets for writing, such as including specific punctuation or using descriptive language and there is a focus on the targets in their writing.

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

- ✓ supporting them to learn their weekly spellings
- ✓ reading and writing instructions
- ✓ describing images, including lots of adventurous adjectives and similes
- ✓ looking at how stories are presented and organised
- ✓ researching and learning about habitat changes and animal adaptation

Reciprocal Reading

All children will have daily access to reading resources and twice each week will be completing reciprocal reading which will help to improve their confidence, enjoyment and develop comprehension skills.

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

- ✓ reading their own books with them for a few minutes every day
- ✓ choosing another book by the same author, to read with your child
- ✓ encouraging your child to read a wider range of more challenging books, to widen their experience
- ✓ discussing their personal targets for reading (as shared on their record sheet)

MATHEMATICS

This term we will focus on:

- **shapes and symmetry** – 2D shapes and lines of symmetry and properties of 3D shapes
- **multiplication and division** – we will multiply and divide by 2, 3, 4, 5 and 10 and investigate what happens

Key words we will be using are:

- | | | | | |
|------------|----------|------------|---------------------|---------|
| ✓ multiply | ✓ divide | ✓ share | ✓ group | ✓ edges |
| ✓ vertices | ✓ faces | ✓ symmetry | ✓ lines of symmetry | |

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

- ✓ playing games to practise the skills
- ✓ investigating different 3-D Shapes that are found around the home
- ✓ continuing to learn times tables and related division facts
- ✓ using a calculator to do calculations and find answers
- ✓ continuing to learn times tables (and related division facts)
- ✓ sort shapes

HUMANITIES

This term we will focus on Kenya and throughout our exploration, we will make comparisons to Sheffield and the wider UK. As part of this, the children will investigate the geographical features of both Kenya and the UK and compare them. They will then be challenged and supported to consider and identify the different ways changes to a place, including environmental changes, can affect people living there. The children will be encouraged to explore and understand how people can work to improve their environments.

Key words we will be using are:

- | | | | |
|--------------------------|-----------------------|---------------------------|-------------|
| ✓ geography/geographical | ✓ natural/manmade | ✓ island | ✓ features |
| ✓ human features | ✓ physical features | ✓ temperature | ✓ climate |
| ✓ climate/hot/cold | ✓ North Pole (Arctic) | ✓ South Pole (Antarctica) | ✓ Continent |
| ✓ equator | ✓ equatorial | ✓ country | ✓ nation |

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

- ✓ investigating the continent Africa and the nation of Kenya and discussing what you find out
- ✓ designing a holiday brochure for Kenyan resort that will encourage people to visit – thinking about the people, the climate, the food, the customs, the animals, the land and the things to see and do

PE

The children will focus on developing the important core multi-skills that underpin all sporting activity, as they complete our various 'REAL PE' challenges. They will be encouraged to demonstrate passion as they do this. The children will also focus on health and fitness this term and should be able to describe how and why their bodies change during/after exercise. They will explore why exercise is so important for health and wellbeing. The fundamental movement skills for this term are **agility** (ball chasing and static) and **balance** (floorwork with a focus on body twist and reverse formation with front support).

Key words we will be using are:

- | | | | | | |
|-------------|-----------|-----------|-------------|----------------|---------|
| ✓ sprinting | ✓ balance | ✓ agility | ✓ cooperate | ✓ coordination | ✓ share |
|-------------|-----------|-----------|-------------|----------------|---------|

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

- ✓ encouraging your child to demonstrate what they have done in their REAL PE lesson
- ✓ encouraging your child to develop agility by running and playing 'tig' and chasing a ball outside

SCIENCE

The children will be learning about local and wider habitats. They will be encouraged to respect all the living things in their environments and to be inquisitive, asking the relevant and critical questions about the different aspects of the topic that interest them.

By the end of the unit, the children should be able to give simple reasons for changes that take place in vegetation and animal life in a habitat/micro-habitat across the four seasons. They should also be able to use appropriate scientific vocabulary when they talk about simple scientific ideas, processes or phenomena.

Key words we will be using are:

- ✓ environment ✓ environmental ✓ sustainable ✓ habitat ✓ microhabitat
- ✓ minibeasts ✓ insects ✓ birds ✓ mammals ✓ plants

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

- ✓ looking at how habitats change over the four seasons
- ✓ researching Kenyan wildlife and their various different habitats – using the internet (safely) and books

MUSIC

The children will be continuing their learning all about keyboards. Building upon their dexterity skills. They will explore patterns within songs and become familiar with different rhythms.



Key words we will be using are:

- ✓ keyboard ✓ rhythm ✓ notation ✓ octaves ✓ improvisation
- ✓ composition ✓ genre ✓ performance

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

- ✓ encouraging your child to talk about what they have learned and to demonstrate if they can
- ✓ listening to a wide range of music at home and talking about what you like (or do not like) about it

DESIGN TECHNOLOGY

The focus will be on food technology and there will be link to Kenya with an exploration of fruits grown in Kenya. The children will taste and test different fruits, considering their smells, textures, weights and tastes. They will then use some of these to create (and enjoy) their own fruit salads.

Key words we will be using are:

- ✓ chop ✓ slice ✓ taste ✓ texture ✓ colours ✓ smell

FRENCH

The focus will be on learning about shapes, as well as building on our knowledge of numbers and colours.

Key words we will be using are:

- ✓ un triangle ✓ un cercle ✓ un rectangle ✓ un carré



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

- ✓ downloading and completing the homework tasks from our Y2 class page
- ✓ clicking this [link](#) and check under the 'Year 2 French Homework' section

Primary Languages Network

COMPUTING

The children will investigate how giving commands in different orders changes outcomes when programming. They will learn about design in programming and develop artwork, and test it, for use in a program. They will develop their own simple algorithms and then test these as programs - debugging where needed.

Key words we will be using are:

- ✓ task
- ✓ design
- ✓ code
- ✓ 'Scratch'
- ✓ Algorithm
- ✓ pattern
- ✓ Instructions

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

- ✓ have experience of making choices on a tablet/computer,
- ✓ have a go at navigating within an application.
- ✓ learners should also have some experience of patterns.

PSHCE

We will continue to:

- explore the positive and negative aspects of sharing content online
- consider the dangers of chatting online
- reflect on how we can be safe in our own bodies
- investigate how we can all be first-aid heroes

Key words we will be using are:

- ✓ S.M.A.R.T rules
- ✓ responsibility
- ✓ rights
- ✓ TELL! TELL! TELL!
- ✓ trusting adult

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

- ✓ asking your child about their online lives and what they know about staying safe online
- ✓ looking at our SJF website together for advice on staying safe online by clicking [here](#)