

CURRICULUM OVERVIEW

Sharing our learning



Y2 INFORMATION

- YEAR: 2023-24 • TERM: 1
- CONTACT: year2@st-johnfisher.org

Y2 TEACHING & LEARNING TEAM

- Miss P Lockham
- Miss R D'Roza
- Miss T Hobson
- Mrs A Prentice
- Miss H Raynes
- Miss A Luxton
- Mrs H Ahmed

Dear Parents and Carers,

This is the first curriculum overview of our new school year. Its purpose is to tell you about our curriculum and all the things your children will be learning during this 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.

Homework is set to support and consolidate this new learning - and to encourage the children. It is important that homework is attempted by children on their own. If they do not understand something **they should not worry**. Simply offer them reassurance and encourage them to do what they can. This will help us to understand what they remember and know, so that any gaps can be pinpointed and targeted with the right support.

If the children have done their best we will *always* be proud of them. If your child is stuck then please let us know. You can speak to someone in the office; let the teacher know via the class email; or send in a note. Remember to say (i) what they remembered; (ii) what they could do; and (iii) what they struggled with. We will then follow it up with lots and lots of reassurance and the right kind of support.

Please avoid the temptation to 'over-help' your children with homework tasks because this could end up masking a gap and delay the children getting the help they need. Just offer encouragement and keep telling them that everyone at school will understand and help and support them.

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

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. 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



ST CLARE
Catholic Multi Academy Trust



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 can show determination?

- ✓ having a positive and determined mind-set and setting challenging goals and having the courage to try
- ✓ be a superher and 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) 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 | • ocean |
| • microhabitat | • 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
- value
- ones
- tens
- hundreds
- addition
- plus
- subtract
- 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 key vocabulary. We will compare seaside resorts and our own locality, looking at how resorts have changed over time.

Key words we will be using are:

- map
- compass
- compass points
- north
- south
- east
- west
- features
- natural
- manmade
- temperature
- climate
- weather
- harbour

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 living things, telling the difference between what is living, dead and what has never been alive - applying this in a range of contexts. They observe our local habitat and the creatures living there, investigating conditions in local microhabitats and how they affect the mini-beasts found within them.

Key words we will be using are:

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

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

- ✓ talking about what makes something 'alive'
- ✓ listing 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 unit's focus will be music from around the world. The children will listen to music from Nigeria, India, Argentina, Chile, Trinidad and Tobago, Brazil, and Pakistan. They will have the opportunity to discuss this music, noting the instrumentation, tempo and dynamics, and begin to explore aspects of the culture surrounding it. They will learn about samba bands, dance Bollywood dances, sing in other languages, and take part in other activities. In these activities, they will think about duration and which notes to sing short or long during songs.

Listening Focus: Music from Around the World The children will listen to different music styles from around the world such as African Drumming, Bollywood, Tango, Calypso, Samba, and Qawwali and begin to comment on the similarities and differences.

Key words we will be using are:

- ➔ tempo (the speed) • fast • slow • faster • slower
- ➔ dynamics (loudness/quietness) • loud • quiet • louder • quieter • forte • piano
- ➔ pulse (constant beat within music)
- ➔ composition (children's creation) • graphic scores • composing
- ➔ Instruments (percussion) • wooden • skin • metal

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

- ✓ carrying out your own investigations linked to music in the different places being studied
- ✓ practising using the key words and getting to understand what they mean

FRENCH

In this unit children learn to name some French-speaking countries and some towns in France. They learn the days of the week and some phrases about the weather. They add to their repertoire of songs and rhymes to help them remember new language. Children can use their prior knowledge of numbers and months, with the days of the week to say and write the date in French.

Key words we will be using are:

- il pleut • il fait des nuages • le ciel est bleu • le ciel est gris • il fait froid
- il fait chaud • il neiges • lundi • mardi • mercredi
- jeudi • vendredi • samedi • dimanche • janvier
- fevrier • mars • avril • mai • juin
- juillet • aout • septembre • octobre • novembre
- decembre • un • deux • trois • quatre
- cinq • six • sept • huit • neuf
- dix • France • Paris • Bordeaux • Marseille

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

- ✓ practising the phrases together and helping your child to learn and say them

COMPUTING

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

Art

This term the children will focus creating landscapes using watercolour. We will be focussing in on the Artist Claude Monet and looking at his life and famous art. We will

Key words we will be using are:

- landscape
- canvas
- watercolour
- horizon
- brush
- reflection
- paint
- impressionism
- ease
- nature

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

- ✓ continuing to asking them about their lessons and what they have learned
- ✓ talking about famous artists
- ✓ visiting a local gallery

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 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