

# CURRICULUM OVERVIEW

Sharing our learning



## Y2 INFORMATION

- YEAR: 2024-25
- TERM: 1
- CONTACT: [year1@st-johnfisher.org](mailto:year1@st-johnfisher.org)

## Y2 TEACHING & LEARNING TEAM

- Miss P Lockham
- Miss R D'Roza

Dear Parents and Carers,

This is the first curriculum overview of our new school year and its purpose is to tell you about our curriculum and all the things your children will be learning during this first term. We also offer suggestions for supporting your children learning at home. New learning is fragile and so it is important to give our children the right support in school and at home, to help them feel positive and confident as they learn and progress.

Reading with your child every day, especially at bed time, is extremely important. Attempting the homework activities is also important and will help the children with their learning. If children struggle with anything please just reassure them. Encourage them but do not force them, and let them stop when they have done all they can. Let us know so that we can offer reassurance and follow up with the right support. We are so proud when our children do their best, so please avoid the temptation to 'over-help', they are all on their own journeys.

Approaches to teaching and learning do change over time which is why we are always happy to explain what we do, so please ask if you have any questions. Children can become very confused if parents/carers show them the methods they remember being taught at school when they differ 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: DETERMINATION

Being determined is having the ability to keep going, even when something is challenging or 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 trying to be the best 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 can 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!"



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**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' and our focus prayers are the 'Hail Mary' and 'Hail Holy Queen'.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Citizenship & Statement of Belief Assembly	'Virtues to Live By' Class Assembly Story Celebration (FS2)	Themed Assembly	Celebration of the Word	Celebration Assembly Chaplains' Celebrations

**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 Tuesday (please work hard on these to meet new standards)
- cross-curricular theme-related homework at various other times.
- Home learning projects

**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

**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**

We will be focusing on:

- place value
- solving addition, subtraction, multiplication or division, measures, pounds and pence word problems
- 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
- recalling multiplication facts for the 2, 3,4, 5 and 10 times tables and related division facts

**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 term Year 2 will learn a fun, fast-moving action song that has a simple tune and clever lyrics crafted to sound like different parts of the body. In this unit, pupils will be encouraged to sing with good diction to emphasise word play, learn to play the melody of the song on tuned percussion and working by ear, explore call-and-response, making up call-and-response patterns with actions, their voices and with instruments.

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

- tuned percussion
- untuned percussion
- improvise
- melody
- echo
- phrase

**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

**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

**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
- resilience
- coordination
- share
- cooperate
- determination

**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

**ART & DESIGN**

This term the children will focus creating landscapes using watercolour. We will be focussing in on the life and works of the artist, Claude Monet.

**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

**PSHCE**

This term we will continue to explore how we are created and loved by God by focusing on ourselves as individuals. This is rooted in our belief that we are created by God out of love and for love, It helps children to develop an understanding of the importance of valuing themselves as a basis of all personal relationships.

We will complete a unit on 'Me, My Body - My Health' which encourages the children to celebrate both similarities and differences between people and the physical differences between boys and girls. This will include using scientific names for the private parts of male and female bodies (genitalia).

We will also talk about how we look after our bodies which are a gift from God. This includes keeping our bodies healthy by having an active lifestyle balanced with a good sleep routine and a balanced diet as well as personal hygiene. We will think about emotional wellbeing to help children to understand and articulate their own changing feelings and how other people's feelings might differ from theirs. Children will learn how they can manage their feelings and about the consequences of their actions.



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

- |              |                |                |            |                 |           |
|--------------|----------------|----------------|------------|-----------------|-----------|
| ✓ unique     | ✓ similarities | ✓ differences  | ✓ private  | ✓ body parts    | ✓ penis   |
| ✓ testicles  | ✓ vulva        | ✓ vagina       | ✓ urethra  | ✓ balanced diet | ✓ active  |
| ✓ lifestyle  | ✓ healthy      | ✓ clean        | ✓ feelings | ✓ to be loved   | ✓ to love |
| ✓ respectful | ✓ respected    | ✓ safe         | ✓ excited  | ✓ frightened    | ✓ worried |
| ✓ happy      | ✓ sad          | ✓ annoyed      | ✓ bored    | ✓ disgusted     | ✓ calm    |
| ✓ choices    | ✓ actions      | ✓ consequences |            |                 |           |

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

- ✓ talking about how your family has a healthy lifestyle with a balanced diet, an active lifestyle and a good sleep routine including 9-11 hours sleep for children
- ✓ discussing how they are feeling and how they think other people might be feeling, including how characters may be feeling in stories and why
- ✓ talking about the consequences of actions

