

CURRICULUM OVERVIEW

Sharing our learning



Y2 INFORMATION

- YEAR: 2024-25 • TERM: 4
- CONTACT: year2@st-johnfisher.org

Y2 TEACHING & LEARNING TEAM

- Miss P Lockham • Miss R D'Roza • Mr C Murphy

Dear Parents and Carers,

This is our fourth curriculum overview and its purpose is to share information about what the children will learn this term. This is a key time of the year as we prepare for a range of statutory and non-statutory assessments and checks that will take place in the coming weeks and throughout Term 5. The key assessment areas are:

- **FS2** - a formal check on development and progress of children, from baseline, against the Early Learning Goals
- **Y1** - National Phonics Screening
- **Y2** - writing moderation, follow-up phonics screening*, and non-statutory end of Key Stage 1 assessments
- **Y3** - writing moderation
- **Y4** - multiplication tables screening 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

Though good attendance is *always* important, during this time, it is even more crucial. Good attendance is important for supporting children's wellbeing, and not just for enabling them to learn and progress. Children tell us that being absent from school can leave them feeling anxious about missed learning and falling behind, and also losing touch with friends. We know that some absences are unavoidable, which is why we all work very hard to help settle those children returning after a period of sickness, and to support them to catch up.

We are thankful when unnecessary absences are avoided, for example, term-time holidays and odd days here and there, as well as appointments, when there is an option for them to be made after school or during the holidays. Doing simple things like this really will help children to thrive in school - which is what we all want.

This overview contains important information about the children's curriculum, key words and crucial learning that all children must know in order to know and do more. There are also tips for supporting children at home.

Please support and encourage your child to attempt the various homework activities, which are designed to help them practise skills and embed new knowledge. Children might find some things more difficult, and if this is the case, please offer reassurance and encouragement if they do struggle with anything. It is always important that they try to do as much as they can *but* if they continue to struggle, and you feel that they have done their best, please ask them to stop, and reassure them that it will be ok. Let us know via a note or email, so we are clear what they managed and struggled with, and our **Y2** team will follow everything up.

We know that ways of teaching and learning change over time and are happy to answer any questions that you might have so that you feel more confident when offering support at home. We are here to help, so please call or email whenever you need to.

Yours sincerely,

Headteacher



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TERM 4 LEARNING VALUE:

Our Term 4 Learning Value is 'self-belief'.

Self-belief is all about:

- ✓ trusting in your own abilities
- ✓ setting yourself challenging goals
- ✓ gaining confidence
- ✓ thinking of yourself positively

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



RE & CATHOLIC LIFE

The focus is 'Galilee to Jerusalem'. Please click [here](#) for the RE overview that covers Terms 3 and 4. Our focus virtues are 'charity' and 'forgiveness'.

Ash Wednesday Service

Our **Ash Wednesday Service** takes place 5th March, at 10.00am at Our Lady of Lourdes Catholic Church. We will mark the day with a special non-Eucharistic service led by the young people of **Y4**, during which the children's Lenten promises will be offered up, and blessed ashes distributed. Please note that it is not a Mass.

Lent Class Reflections

Our Chaplains will help organise Lenten class reflections starting on **Monday 10th March 2025** and continue until **Wednesday 26th March 2025**. Please book through the School Office as places are limited. Thank you.



Monday

Tuesday

Wednesday

Thursday

Friday

Y1 Y2 Y3 Y4 Y5 Y6

FS2 Y3 Y4 Y5 Y6

FS2 Y1 Y2 Y5 Y6

FS2 Y1 Y2 Y3 Y4

No visitors

Monday

Tuesday

Wednesday

Thursday

Citizenship
Statement of
Belief Assembly

'Virtues to Live By'
Class Assemblies
(Y2 to Y6)

'Virtues to Live By'
FS2 Story Circle

Themed
Assembly

Weekly
Celebration
of the Word

'Virtues to Live By'
Class Assembly
(Y1)

Celebration
Assembly

Chaplains'
Celebrations



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HOMWORK

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

- 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 instructions
- ✓ describing images, including lots of adventurous adjectives and similes
- ✓ looking at how stories are presented and organised
- ✓ reading and putting their spellings into sentences to give context

The **crucial knowledge** children must gain is knowing how to:

- ✓ use coordination (and, but, or, so) to join two independent clauses
- ✓ identify independent clauses in simple and compound sentences and adverbs
- ✓ edit sentences to include an adverb and one of the following: a comma to separate clauses, a question mark or an exclamation mark.

MATHEMATICS

We will focus on fractions, as well as addition and subtraction with regrouping.

Key words we will be using are:

- | | | | | | |
|------------|-----------|---------|------------|---------------|--------------|
| ✓ half | ✓ quarter | ✓ third | ✓ addition | ✓ subtraction | ✓ regrouping |
| ✓ hundreds | ✓ tens | ✓ ones | ✓ total | | |

The **crucial knowledge** children must gain is knowing:

- ✓ to construct arrays to identify the number of equal parts (and the value of each part)
- ✓ recognise that multiplication is commutative
- ✓ use arrays to answer multiplication/division questions through grouping
- ✓ understand that all multiples of 2 are even, multiples of 5 always have a '5' or a '0' as the ones digit and all multiples of 10 have a '0' as the ones digit

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



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HISTORY

The children 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', using key dates to order events and divide the past into different periods of time

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 |

The **crucial knowledge** children must gain is knowing that:

- ✓ the Great fire of London occurred in 1666 and destroyed large parts of London
- ✓ as a result of the fire, buildings in London were rebuilt using stones and bricks to prevent future fires
- ✓ historians know lots about the Great Fire of London because Samuel Pepys' diary described events

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

This term the children will learn about the animal life cycle from infancy to adulthood, the basic needs of animals for survival as well as the importance of correct nutrition and exercise to maintain a healthy body.

Key words we will be using are:

- | | | | |
|---------------|------------|-------------|----------|
| ✓ survival | ✓ baby | ✓ toddler | ✓ infant |
| ✓ development | ✓ survival | ✓ nutrition | ✓ milk |

The **crucial knowledge** children must gain is knowing that:

- ✓ animals, including humans, have offspring which grow into adults
- ✓ all animals require water, food and air to survive

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

MUSIC

The focus will be on the sounds of a river. Orawa (pronounced 'Arva') describes a huge river. The children will:

- imagine the journey of the river through Europe, reflecting on the scenery and events passed on the way
- create art based on the river's journey and then, borrowing ideas from the composer, invent new music using vocal chants and body percussion

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

- | | | | | | |
|-----------------|---------|---------|--------|---------|-----------|
| ✓ performing | ✓ notes | ✓ scale | ✓ beat | ✓ genre | ✓ soloist |
| ✓ improvisation | ✓ rap | | | | |



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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
- ✓ volume
- ✓ questions
- ✓ block diagrams

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

- ✓ look at example pictograms
- ✓ make/design your own pictogram at home

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

ART & DESIGN

This term our focus will be to investigate structures and architecture and consider what makes them stable. We will research how we can design and construct 'junk model' buildings so they are secure, water proof and sustainable. This will link to our Great Fire of London topic as we investigate the best ways to design and construct Tudor house structures. We will also 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

LIFE CURRICULUM



The children will explore how we are created to love God before completing two units linked to *being online* and *keeping safe*. In the '**Life Online**' unit the children will explore similarities and difference between 'real' and 'online' lives and reflect on how they can feel happy and upset in both physical and online places. They will think about rules that keep them safe and consider situations which are safe and unsafe.

In the '**Keeping Safe**' unit our children will build on previous learning, including Be Safe Be Happy week, as they think about the difference between good and bad secrets. They will also revisit key learning on physical boundaries, from the NSPCC's 'Pants' resources.



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Key words we will be using are:

- | | | | |
|---------------|-----------------|-----------|--------------|
| ✓ safe/unsafe | ✓ online | ✓ rules | ✓ internet |
| ✓ screen time | ✓ pop ups | ✓ block | ✓ report |
| ✓ devices | ✓ secret | ✓ private | ✓ respect |
| ✓ PANTS | ✓ private parts | ✓ touch | ✓ permission |

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

- ✓ discussing which devices and games at home go online/use the internet
- ✓ talking about the rules you have for devices to keep us safe
- ✓ working out how much screen time your family has and if it needs to change
- ✓ reminding your child it is important to 'tell, tell, tell' whenever they need to

MOMENTS MATTER, ATTENDANCE COUNTS.


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