

CURRICULUM OVERVIEW

Sharing our learning



Y2 INFORMATION

- YEAR: 2024-25 • TERM: 5
- 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 fifth curriculum overview of the school year and its purpose is to share information about what our children will be learning in Term 5. Please remember that good punctuality and attendance are both very important for helping your children to feel confident in school so that they are able to enjoy and achieve.

Term 5 is a particularly important and busy one, with children in all year groups involved in various statutory and non-statutory assessments, as set out below:

- **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*

As usual this overview contains important information about our Term 5 curriculum, including the **crucial knowledge** the children must gain by the end of the term, and those **key words** that they need to know across each curriculum area. You will also find the usual tips for helping your children at home. Please encourage your children to complete homework tasks and challenges. If they struggle with anything, but have done their best, please reassure them and tell them to stop. Try to avoid the temptation to over-help, as this can mask issues and delay the help. Just let us know and we will follow everything up.

If you have any questions or need support yourselves, please contact us. We would also 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,

H. Annett
Headteacher

TERM 5 LEARNING VALUE: TEAMWORK

Teamwork is key in both learning and sport. When we pull together, we can often achieve much more than would be possible on our own. Being part of a team also gives us an opportunity to share our own experiences, knowledge and skills, whilst learning from the examples of the teammates we are working with.

Being part of a team enables us to learn what it means to both lead *and* take direction from others. We can learn how to be a supportive teammate and how to accept the support of others when we need it too.



"The strength of the team is each individual member. The strength of each member is the team." Phil Jackson



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RE & CATHOLIC LIFE

The focus is **'To the Ends of the Earth'**. Please click [here](#) for the **Y2** RE overview for Term 5. Our focus virtues are **'perseverance'** and **'kindness'**.

Annual Resurrection Mass

You are all invited to join us for our **Resurrection Mass**, led by the young people of **Y6** that takes place at **10.00am** on **Friday 25th March April 2025**, at Our Lady of Lourdes Catholic Church. The Mass will be filmed and made available later to view online [here](#).

SJF Collective Worship

Monday	Tuesday	Wednesday	Thursday	
Citizenship Statement of Belief Assembly			Weekly Celebration of the Word	Celebration Assembly
'Virtues to Live By' Class Assemblies (Y2 to Y6)	'Virtues to Live By' FS2 Story Circle	Themed Assembly	'Virtues to Live By' Class Assembly (Y1)	Chaplains' Celebrations

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

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, money and shape.

Key words we will be using are:

- ✓ notes
- ✓ coins
- ✓ shape
- ✓ addition
- ✓ subtraction
- ✓ regrouping
- ✓ hundreds
- ✓ tens
- ✓ ones
- ✓ total



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

- ✓ recognise, name and write one half, one third, one quarter, two quarters and three quarters of a quantity.
- ✓ write simple fractional equations, for example $\frac{1}{2}$ of $6 = 3$

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

The children will learn about famous explorers, including Buzz Aldrin, Neil Armstrong and Christopher Columbus.

Key words we will be using are:

- | | | | |
|--------------------------|---------------------|---------------|-------------------|
| ✓ Significant individual | ✓ Columbus | ✓ Buzz Aldrin | ✓ Michael Collins |
| ✓ Neil Armstrong | ✓ Katherine Johnson | ✓ Witness | ✓ Nasa |

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

- ✓ in the 1400's and 1500's, Christopher Columbus, an Italian explorer was one of the first Europeans (after the Vikings) to sail to 'The Americas' (North, Central and South America). This had many important consequences, especially for those already living there
- ✓ in 1969 the USA sent a spacecraft named Apollo 11 to the moon. Neil Armstrong, the commander of the crew, was the first human being to set foot on the Moon, or any other object in space other than Earth.

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

- ✓ reading about the event
- ✓ looking at why these people are famous
- ✓ locate where these significant events happened

SCIENCE

This term the children will be investigating plants, and as consequence of their learning will be able to:

- identify and label the main parts of plants and trees
- describe the stages in the life-cycle of a plant
- explain that plants need water, light and a suitable temperature in order to grow healthily
- make observational scientific drawings of plants
- measure the growth of plants accurately, using a ruler, and record/represent growth in a bar chart
- use their observations and appropriate vocabulary to explain how we can tell that plants are living things
- set up a simple comparative test and make predictions

Key words we will be using are:

- ✓ plant ✓ seed ✓ germinate ✓ difference ✓ compare ✓ observe ✓ lifecycle ✓ nutrition

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

- ✓ plants require the following things to grow: light, for energy; water, to carry nutrients; air, they need a gas called carbon dioxide; nutrients, to help them grow and warmth, like humans they need to maintain a certain temperature to survive
- ✓ the life cycle of a plant: seed, germination, growth, flowering, pollination, seed dispersal and death



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

- ✓ reading about plants
- ✓ looking at different plant cycles
- ✓ discussing different plants

MUSIC

In this unit the children sing, swing, and sway their way through the metre! Along the way, children will:

- **feel** patterns of beats in their bodies, as they swing in time and mark beats using simple body percussion
- explore how beats are grouped and will devise their own body percussion patterns to demonstrate this
- **identify** different metres in familiar songs.
- **move** freely to pieces from Shostakovich's Jazz suites, each in a different metre, using different material!

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

- ✓ performing
- ✓ metre
- ✓ tempo
- ✓ beat
- ✓ genre
- ✓ improvise

COMPUTING

The children will begin to understand that sequences of commands have an outcome, and will use this understanding in order make predictions. They will use and modify designs to create their own quiz questions using 'Scratch Jr', and realise these designs using blocks of code. The children will then review and evaluate their work, making improvements to their programming where appropriate, so that it is as good as it can be.

Key words we will be using are:

- ✓ data
- ✓ command
- ✓ communicate
- ✓ organise
- ✓ edit
- ✓ input

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

- ✓ look at example of code
- ✓ make/design your own set of commands/code

PE

This term the children will focus on developing core multi-skills that underpin all sporting activity, as well as our 'REAL PE' challenges, whilst focusing on embedding great teamwork in all we do, which is our Term 5 value.

Key words we will be using are:

- ✓ balance
- ✓ agility
- ✓ coordination
- ✓ share
- ✓ cooperate
- ✓ teamwork
- ✓ self-belief
- ✓ "I will try..."

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 develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. They will build up a number of skills to create a collage based on the artist Gaudi.

Key words we will be using are:

- ✓ collage
- ✓ warm colours
- ✓ cold colours
- ✓ mosaic
- ✓ architect
- ✓ construction
- ✓ pattern
- ✓ technique
- ✓ materials
- ✓ texture
- ✓ stained glass

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

- ✓ discussing different pieces of art, including the patterns and colours used by the artists



LIFE CURRICULUM



The children will reflect on the story of the Good Samaritan and will learn who their neighbour is – everyone! They will have an opportunity to think about what this means for them and their communities. We will also consider our different communities, both local and global. We will think about what it means to belong to a community and the rights and responsibilities that come with it. Children will also learn that how they act can help or harm their communities.

We will also begin to explore the term 'fake news' and begin to think about why someone might lie on the internet e.g. to be funny, to trick you or make money.

We will revisit scientific terms for girls and boys private parts (penis, testicles, vulva, vagina and urethra) and PANTS rules, remembering we are all God's precious children. We will talk about preconceptions about girls and boys things such as girl colours, boy games and strengths based on gender. We will talk about how your gender doesn't define your personality.

Key words we will be using are:

- | | | | | | |
|-------------|---------|------------|------------------|-------------|-------------|
| ✓ community | ✓ local | ✓ global | ✓ responsibility | ✓ fake news | ✓ neighbour |
| ✓ neighbour | ✓ help | ✓ internet | ✓ good Samaritan | ✓ rights | ✓ harm |

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

- ✓ discussing which local and global communities your family belongs to
- ✓ talking about the rights and responsibilities of these communities
- ✓ sharing where you read news and how you know it's 'real' not a story
- ✓ sharing something you might have been told when you were younger based on gender which you know now is not true e.g. my teacher told me boys don't like pink when I was little but I'm a boy and I really like pink or challenging any misconceptions

MOMENTS MATTER, ATTENDANCE COUNTS.



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