

CURRICULUM OVERVIEW

Sharing our learning



Y2 INFORMATION

- YEAR: 2024-25 • TERM: 6
- 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 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 to support children's learning and progress (as key statutory and non-statutory assessments continue), but also for children's general wellbeing and broader development, as happy, confident and resilient young people. Please try to avoid keeping your child out of school if at all possible - especially for term-time holidays. Thank you.

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

Yours sincerely,


Headteacher

TERM 5 LEARNING VALUE: TEAMWORK

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!



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RE & CATHOLIC LIFE

The focus is 'To the Ends of the Earth'. Please click [here](#) for the Term 6 Y2 RE overview for Term 6. Our focus virtues are 'honesty' and 'service'.

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 |

HOMEWORK

Homework, which is shared each Friday and expected back in by the following Friday, will consist of:

- a mix of 'MyMaths' online homework (www.mymaths.co.uk) and other Mathematics homework
- a hard copy consisting of Mathematics and English learnt that week
- '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

Spelling, Punctuation, Grammar & Handwriting

All children benefit from having regular handwriting, spelling, grammar and punctuation practise focused on meeting individual needs. Children all have individual targets for writing which will remain a focus in all writing.

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

- ✓ practising how to punctuate pieces of text using full stops, commas, quotation marks and apostrophes
- ✓ testing your child on their weekly spelling list

Reciprocal reading

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

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

- ✓ edit sentences to include increasingly specific noun and verb choice.
- ✓ use dialogue to convey character and advance action in narratives
- ✓ use a range of sentence structures including complex sentences with implied (**omitted**) relative pronouns
- ✓ spell at least 75% of words from the Y1/Y2 spelling list, correctly

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

- ✓ reading with your child daily and encouraging them to read a wider range of more challenging books
- ✓ discussing their personal targets for reading (as shared on their record sheet from parent's meeting)

MATHEMATICS

This term we will focus on addition and subtraction as we revisit two-digit addition and subtraction using the column addition and subtraction methods and then secondly on multiplication and division, extending previous learning to multiply and divide by 2, 3, 4, 5 and 10 investigating what happens, as we do. These are topics that have already been visited by year 2, and this will help to consolidate learning and build confidence.



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Key words we will be using are:

- | | | | | |
|------------|---------------|--------------|------------|--------------|
| ✓ multiply | ✓ divide | ✓ share | ✓ group | ✓ addition |
| ✓ pattern | ✓ subtraction | ✓ difference | ✓ equal to | ✓ altogether |

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

- ✓ recognise that addition and multiplication is commutative
- ✓ recognise and use the inverse relationship between addition and subtraction
- ✓ effectively add and subtract two-digit numbers
- ✓ use appropriate methods to solve simple multiplication problems

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

- ✓ presenting your children with simple word problems which encourages them to investigate answers
- ✓ continuing to learn times tables and related division facts

GEOGRAPHY

This term we will focus on the Maasai Mara 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:

- | | | | |
|---------------|-----------------------|---------------------|----------------------|
| ✓ temperature | ✓ equator/ equatorial | ✓ country | ✓ climate/ hot/ cold |
| ✓ continent | ✓ nation | ✓ physical/ natural | ✓ features |

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

- ✓ locate Kenya on an atlas or globe
- ✓ how to locate the Maasai Mara region on a map of Kenya and identify some of its physical characteristics
- ✓ identify some human features of the Maasai Mara

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 be encouraged to demonstrate passion as they complete challenges that develop the core multi-skills underpinning all sporting activities. They as they do this. Our focus on health and fitness will enable children to describe how and why their bodies change during and after exercise. They will learn why exercise is so important for health and wellbeing. The fundamental movement skills for this term are **agility** and **balance**.

Key words we will be using are:

- | | | | | |
|-----------|-------------|-----------|------------|-----------------|
| ✓ agility | ✓ sprinting | ✓ balance | ✓ teamwork | ✓ co-ordination |
|-----------|-------------|-----------|------------|-----------------|

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

- ✓ devising and then practising various sequences linking various balances in different ways

SCIENCE

The children will learn about local and other habitats, and be encouraged to respect living things and to be inquisitive. The children will encouraged should to offer simple reasons for the changes occurring in our habitats during the four seasons using appropriate scientific vocabulary when talking about what they know or observe, as well as referencing scientific concepts, ideas and processes.

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Key words we will be using are:

- ✓ environment ✓ sustainable ✓ habitat ✓ microhabitat ✓ environmental ✓ minibeast
- ✓ insects ✓ birds ✓ mammals ✓ plants ✓ suitable

The crucial knowledge children must have is:

- ✓ recognise that plants and animals live within a natural environment and that this is called a habitat
- ✓ recognise that plants/animals live within habitats that meet their basic needs and give specific examples

You can support your child's **learning at home** by researching how light travels and observing shadows and how they change depending on the light source

MUSIC

In our '**Swing-a-long with Shostakovich**' topic the children will learn how to mark beats by tapping, clapping, and swinging, as well as how beats are grouped into patterns to create action patterns in 2 and 3 time.

Key words we will be using are:

- ✓ lyrics ✓ melody ✓ beat ✓ compose ✓ composer

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

- ✓ continuing to expose children to a variety of music genres
- ✓ encouraging exploring and experimenting through music

PSHCE

In this term's unit 'Created to Live in Community' the children will reflect on the Holy Trinity (**God the Father, God the Son and God the Holy Spirit**), learning that as a **mystery of faith**, the Holy Trinity is hard to explain and understand.

The children will read the parable of the Good Samaritan, considering how it relates to our communities today, and how we should treat others. They will think carefully about the responsibilities we have to our local and global communities, and as part of this, they will consider how our rights match our responsibilities.

They will think about gifts and strengths and how we use these now and in the future. They will discuss the skills, strengths and qualities needed to do different jobs, and begin thinking about what a vocation is. They will link this to **needs** and **wants**, so they learn that money is something of value but that God's love is more valuable.

Key words we will be using are:

- ✓ Holy Trinity ✓ God the Father ✓ Samaritan ✓ community ✓ commitment
- ✓ parable ✓ God the Son ✓ valuable ✓ responsibilities ✓ mystery of Faith
- ✓ gifts ✓ God the Holy Spirit

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

- ✓ talking about why we should treat others with kindness
- ✓ discussing how we can contribute to our local communities
- ✓ talking about their rights and responsibilities at home, in school and in the world more generally
- ✓ discussing their gifts, skills, strengths and qualities and the value of money

ART

This term's focus is on portrait drawing, paying close attention to the anatomy of the face and using a range of methods to sketch its proportions correctly. This will link to a study of the work of Mexican artist, Frida Kahlo.

Key words we will be using are:

- ✓ dimensions ✓ proportions ✓ facial features ✓ line

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COMPUTING

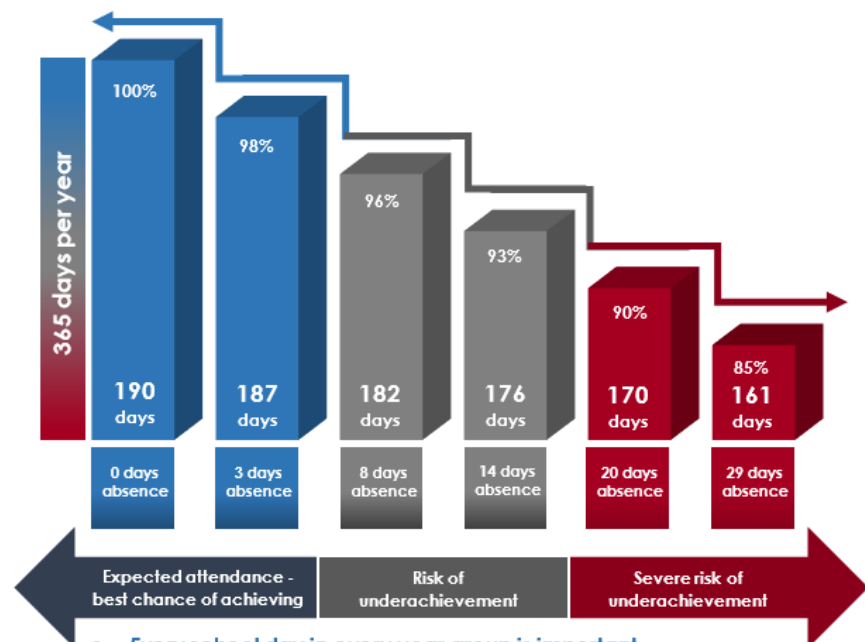
The children will investigate how giving commands in different orders changes outcomes when programming. They will learn about design in programming and develop artwork, and test it, for use in a program. They will develop their own simple algorithms and then test these as programs, **debugging** where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

Key words we will be using are:

✓ task ✓ design ✓ code ✓ instructions ✓ algorithm Scratch

You can support your child's **learning at home** by following this [link](#)

Attendance Matters



- Every school day in every year group is important
- Holidays in term-time can have an impact on children and their progress
- 98%+ attendance is the target (186+ days) this year
- Try to have no more than 4 days off a year
- There are 175 non-school days for holidays and appointments (if there is flexibility)
- Good attenders tend to feel more happy and secure in school, and achieve well

**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**



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