



CURRICULUM OVERVIEW

Sharing our learning



Academic Year 2017-2018

- **Year:** 2
- **Term:** 1

Your Child's Teaching and Learning Team:

- Mrs A Broadhead
- Mrs Raynes
- Miss D'Rosa
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Dear Parents and Carers,

This is the first curriculum overview of our new school year. Its purpose is to let you know what your children will be learning during the first term. We will also take the opportunity to suggest some ways in which you can support your child at home.

New learning can be especially fragile and so it is very important that all our children receive the right kind of support in school and at home. This is why we set homework. The aim is to support and extend our children's new learning, so that it can become embedded. Our expectations regarding homework are therefore also shared in the overview.

It is very important that all homework is attempted at home by your child on his/her own. If your child does not understand how to do his/her homework, please do **not** worry. In one way the homework has done its job.

All we want you to do is reassure your children and encourage them only to do as much as they can manage - and then stop if they are unsure and really cannot manage any more. Please do not worry, and certainly do not do the homework for your child. There is absolutely no point. We WILL understand and follow-up any issue(s) with your child, and possibly with you, in order to identify and fill gaps in knowledge and understanding. Please notify your child's teacher (in person, via email or by adding a note to the homework) to say that the task was attempted and where you believe the issues are. We will also reassure and encourage your child.

Methods and ways of teaching and learning change constantly which is why we are **always** happy to explain them to you if you have a specific question or are not sure how to help your child at home. Please just ask. Sometimes it can actually be more confusing for a child when well-meaning parents/carers try to help them based on what they remember being taught, as this could be quite different to how children are taught now.

Please remember that we are **always** happy to arrange workshops or even provide one-to-one support if parents/carers would like this. Please speak to us in confidence. As always, if you can support us because you have a skill, specialist knowledge; a real-life experience, artefacts, or useful contacts to share - or if you can help with an educational visit or with activities in class, then please speak to your child's teacher(s). All offers of help are very much welcomed and appreciated.

Yours sincerely,

Headteacher

Homework

Homework will be given out each Friday and will be expected back in by the following Thursday. It will be:

- www.mymaths.co.uk (which will be differentiated to the correct level for your child)
- www.activelearnprimary.co.uk (new website for 'Bug Club') for reading homework
- spellings to learn for a weekly quiz, please note that spellings are given on a Monday for the following Friday spelling activity.
- additional topic related homework at various other times.

RE

For information on the RE curriculum please see the attached 'Come and See' letter.



English

Read Write Inc. Sessions

Children on the Read Write Inc. programme will continue to have daily sessions with their group aimed at developing confidence with phonics, reading and writing. Children are assessed regularly to ensure that they are in the right group. If you would like more information about the programme please let us know.

Grammar, Punctuation, Spelling & Handwriting

All children will benefit from having regular handwriting and spelling practise and regular grammar and punctuation sessions focused on meeting their *individual* needs.

Book Study & Guided Reading

All children no longer involved in the Read Write Inc programme will have daily reading activities to boost their levels of confidence and enjoyment as well as their comprehension skills.

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

- ✓ *reading your child's reading books with them for a few minutes every day as well as enjoying all sorts of other books and reading materials together*
- ✓ *encouraging your child to read more challenging texts/different genres to what they are used to in order to widen their reading experience*
- ✓ *looking at environmental print*

We will focus on stories, poetry and events beyond living memory. We will be reading information booklets, non-chronological reports and creating imagery poems.

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

- ✓ *describing dragons, using adventurous words from a thesaurus*
- ✓ *looking at how stories are created and presented*
- ✓ *reading poems and creating imagery poetry*

Mathematics

We will focus on:

- 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 recall multiplication facts for the 2,3,4,5 and 10 times tables and the related division facts; recognise multiples of 2,3,4,5, and 10.

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

- ✓ *encouraging children to answer questions about number bonds to 20 and further*
- ✓ *challenging children to multiply numbers by 2,3,4,5 and 10 in their heads and using skip counting*
- ✓ *looking at word problems and identifying what the vocabulary means, e.g. increase, sum and total all mean addition*

Whenever possible, links will be made between mathematics and other subjects so that your child is given plenty of opportunities to apply their mathematical skills to real situations. For instance, within this theme there will be a chance to investigate how many feet fit into a dragon footprint.

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

- ✓ *investigating 2d and 3d shapes and learning their names*
- ✓ *looking for (and naming) different 2d and 3d shapes found around your home and outside*
- ✓ *measuring the distance of an object to a given point using a variety of equipment e.g. a tape measure*

Science

By the end of this term's Science topic we will be able to:

- say what is different about things that are living, dead or have never been alive
- identify some of the plants and animals in a familiar habitat
- sort objects into categories
- find microhabitats
- describe the conditions in a habitat and ask questions about different habitats
- describe the characteristics of some plants and animals
- name some sources of food



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

- ✓ talking about what makes something living
- ✓ talking about what makes a habitat
- ✓ if you have any pets, talking about what makes their habitat and helps them to live

Geography

By the end of this term's Geography topic we will be able to:

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans
- name and locate the world's 7 continents and 5 oceans

Art or Design Technology

We will be able to:

- investigate the work of a range of artists, (Pete McKee and Joe Scarborough)
- understand what craft makers and designers do and describe the differences and similarities between the practices and disciplines (making links to their own work)
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

You can support your child's learning with science this term at home by:

- ✓ looking online at sculptures of famous artists and discuss the colours used
- ✓ creating junk models

Music

This term's unit is called: "The Long and Short of it" and we will be:

- exploring duration
- singing songs with long and short sounds
- identifying patterns with a combination of long and short sounds
- accompanying songs with instruments by playing sequences of long and short
- listening to music and identifying the accompanying instruments

Computing

In this unit we are looking to enable the children to:

- being playground astronauts
- using turtle roammers in space
- creating sprites and backgrounds
- programming a spaceship
- moving from one planet to another

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.

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

- ✓ asking them about their lessons and what they have learned and practising the skills learned in school

PSHCE

This term we are looking at new beginnings:

- how to recognise choices they can make, and the difference between right and wrong;
- to agree and follow rules for their group and classroom, and to understand how rules help them;
- to realise that people and other living things have needs, and that they have responsibilities to meet them;
- that they belong to various groups and communities, such as family and school
- to contribute to the life of the class and the school;
- to recognise how their behaviour affects other people;
- to listen to other people and work and play cooperatively;
- that family and friends should care for each other