



CURRICULUM OVERVIEW

Sharing our learning



Academic Year 2017-2018

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

Your Child's Teaching and Learning Team:

- Mrs A Broadhead
- Mrs Raynes
- Miss D'Roza

Dear Parents and Carers,

This is our second curriculum overview of our new school year. Its purpose is to let you know what your children will be learning in the weeks leading up to the Christmas holiday. As always we will also take the opportunity to suggest some ways in which you can support children at home.

Homework is important and so it should be attempted by children on their own. Parents/carers should not worry if their children do not understand how to complete their homework. Homework is set to see what children can and cannot do on their own.

If this is the case, we ask parents/carers to reassure their children and encourage them to do as much as they can honestly manage - and then stop. We do not want to cause stress to the children nor do we want anyone else doing homework for them, as there is no point.

We WILL understand and follow-up any issue(s) with your child, and possibly with parents/carers, so that issues are understood and dealt with. We ask parents/carers to notify us (in person, via email or by adding a note to the homework) explaining that a task was attempted and identifying where the issues might be. We will also seek to reassure and encourage the children so that they do not feel worried or become anxious.

Methods and ways of teaching and learning change constantly which is why we are **always** happy to explain them to parents/carers so that they know how to help their children at home. Sometimes it can be more confusing for a child when well-meaning parents/carers try to help them based on what they remember learning at school - as this could be quite different to how children are taught now.

We are **always** happy to arrange workshops or even provide one-to-one support if parents/carers would like this – just speak to one of 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 let us know. All offers are 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*

History

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

- know who Guy Fawkes is
- look at the history of key individuals
- give reasons for some of the actions of a famous person
- use time lines to order things
- sequence the main episodes from a famous event

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 we are rehearsing for our Christmas Nativity so the lessons will be based around learning the songs for the production.

Computing

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

- ✓ describe carefully what happens in computer games
- ✓ use logical reasoning to make predictions of what a program will do
- ✓ test these predictions
- ✓ think critically about computer games and their use
- ✓ be aware of how to use games safely and in balance with other activities

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 anti-bullying and relationships:

- to recognise what they like and dislike, what is fair and unfair, and what is right and wrong
- to share their opinions on things that matter to them and explain their views
- to recognise, name and deal with feelings in a positive way
- to think about themselves, learn from their experiences and recognise what they are good at
- to identify and respect the differences and similarities between people that family and friends should care for each other
- that their actions affect themselves and others, to care about others and to try to see things from their points of view
- to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
- that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability;
- where individuals, families and groups can get help and support