

CURRICULUM OVERVIEW

Sharing our learning



Y2 INFORMATION

- YEAR: 2023-24 • TERM: 3
- CONTACT: year1@st-johnfisher.org

Y2 TEACHING & LEARNING TEAM

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Dear Parents and Carers,

Happy new year! This is our third curriculum overview of the academic year. Its purpose is to keep you informed about the things the children will be learning and share ideas for supporting and encouraging them at home. Our approach will continue to be about affirming and encouraging the children as we challenge and support them to go further and further.

At home, children should be encouraged to attempt all homework tasks, which are designed to help them practise skills and embed new knowledge. Sometimes children can find some aspects more difficult, so we ask that if they do struggle with anything simply offer reassurance and encourage them to do as much as they can on *their own*. Sometimes this is all they will need in order to realise that they **do remember more** and can **do more**. This can also boost your children's self-confidence and be a positive life-lesson. If they do continue to struggle and you feel that they have done their best, please ask them to stop, and reassure them that everything will be ok. Then, let us know via a note or email, so we are clear what the issue is. Staff will then follow everything up. They will affirm and encourage the children as they support them to address the difficulty.

We understand completely, that ways of teaching and learning can change over time and so we are always happy to talk about this with parents/carers either individually or as group so that they understand and can feel confident when offering support at home. We are here to help, so please call or email if you need to. A reminder that the next Curriculum Showcase takes place on **Thursday 8th February 2024** in the school hall from 8.50am until 9.45am and again after school from 3.30pm until 4.15pm. All welcome, thank you.

Yours sincerely,


Headteacher

TERM 3 LEARNING VALUE

Our Term 3 Learning Value is 'Respect'. Having respect for ourselves and others is very important.

- ✓ it helps us to be more self-confident
- ✓ our growing self-confidence encourages others to be more confident
- ✓ it helps us to see ourselves (and others) through *kind* eyes
- ✓ it teaches us to be proud of our achievements without ever being arrogant
- ✓ it encourages us to celebrate others' qualities and achievements
- ✓ it enables us to build the resilience to face and overcome challenges
- ✓ it is vital in teams and keeps communities strong and united
- ✓ it opens our minds to new ideas and possibilities
- ✓ it helps us to learn more about our own lives and those of others respectfully
- ✓ it teaches us to be more open and unafraid of difference
- ✓ it helps us to grow as people, as children of God, and fulfil our potential gradually and over time
- ✓ it teaches us that we also have a part to play in helping others to grow and achieve their potential too



RE & CATHOLIC LIFE

Click [here](#) for information about our Term 3 RE curriculum. Details of liturgies, Masses and services are shared via our online calendar, our website and in our newsletters (click [here](#)). Recordings can be viewed via this [link](#).

In Term 3 we focus on the virtues of 'Faith' and 'Simplicity'.



ST CLARE
Catholic Multi Academy Trust



HOMEWORK

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

- a mix of 'MyMaths' online homework (www.mymaths.co.uk) and other Mathematics homework
- 'Bug Club' for reading homework
- 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.

ENGLISH

Spelling, Punctuation, Grammar & Handwriting

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

Guided Reading

Children will have daily reading activities to boost levels of confidence, enjoyment and 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
- ✓ enjoying the library books brought home, together

MATHEMATICS

We will explore multiplication and division, focusing on the 2, 5 and 10 times table, doubling and commutativity.

Key words we will be using are:

- | | | | | | |
|------------|-----------------|--------------|--------------|---------|---------|
| ✓ multiply | ✓ multiplied by | ✓ divide | ✓ divided by | ✓ share | ✓ group |
| ✓ subtract | ✓ take away | ✓ difference | ✓ equal to | | |

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...
- ✓ challenging children to **multiply** numbers by 2, 3, 4, 5 and 10 in their heads and using skip counting
- ✓ reading word problems to note the meaning of key words, e.g. increase/sum/total mean addition
- ✓ using a calculator to do calculations and find answers
- ✓ practising subtraction with **regrouping**
- ✓ 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

GEOGRAPHY

We will:

- continue to learn how to read maps and identify places on a map using grid references
- use world maps, atlases and globes to identify the UK and it's countries
- use aerial photos, plans and 'Google Maps'
- identifying and locating hot and cold places and what their weather and climate looks like
- investigate the features of hot and cold places
- explore how animals adapt to living in hot and cold places
- think about what we would need to pack for a hot or cold holiday



Key words we will be using are:

- ✓ hot climate ✓ cold climate ✓ country ✓ equator ✓ temperature ✓ Arctic
- ✓ Antarctic ✓ world ✓ North Pole ✓ South Pole ✓ rain ✓ rivers
- ✓ sand dunes

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

- ✓ exploring and reading different sorts of maps together - trying to use grid references
- ✓ thinking about why different places are hot or cold
- ✓ locating places on a map and discussing how animals adapt to their environment in these places
- ✓ looking at the differences between the northern and southern hemispheres
- ✓ identifying and locating different countries and continents across the world

SCIENCE

The children will:

- learn that animals, including humans, have offspring which eventually grow into adults
- be able to describe the basic needs of animals, including humans, for survival
- understand the importance of:
 - exercise for humans
 - eating the right amounts of different food-types
 - maintaining good hygiene

Key words we will be using are:

- ✓ exercise ✓ baby ✓ toddler ✓ teenager ✓ development ✓ growth
- ✓ independence ✓ care ✓ food ✓ warmth ✓ air ✓ breathe
- ✓ milk

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

- ✓ talking about different types of animals
- ✓ finding out more about the basic needs different animals have for survival
- ✓ investigating different types of exercise and thinking about how they make you feel

MUSIC**Exploring Pulse and Rhythm**

In this unit the children will develop their understanding of pulse and rhythm and explore the differences between them. Pulse is the **heartbeat** or 'clockwork' of a piece of music. It is consistent and remains whereas rhythms change. The children will spend the first half of the unit learning different songs and practising keeping to the pulse within these songs. In the second half of the unit the children will investigate different rhythms and read these using graphic notation. Once they have investigated these, the children will work in partners to compose graphic scores for their own rhythms.

Britpop and the Sounds of the '90s

In this unit, the children will explore famous 'pop' songs from the 1990s. They will consider and discuss the *style* and *feel* of the music, as well as commenting on the various ways the songs make them feel. The children should complete this unit with a greater understanding of common musical features and of how fashion trends of the 1990s compare to how people dress today.

Key words we will be using are:

- ✓ pulse ✓ beat ✓ rhythm ✓ tempo ✓ dynamics ✓ composition



FRENCH

In this unit children work on sounds and spellings. They continue to gain confidence in manipulating numbers. They learn some common adjectives and revise how to make simple feminine agreements. The unit is based on a simplified version of the story of Sleeping Beauty.

Key words we will be using are:

- ✓ La Belle la belle
- ✓ le prince
- ✓ la méchante fée
- ✓ la haie d'épines
- ✓ ouvre les yeux
- ✓ tu dors cent ans

COMPUTING

Learners will be using a computer to create music. They will listen to a variety of pieces of music and consider how music can make them think and feel. Learners will compare creating music digitally and non-digitally. Learners will look at patterns and purposefully create music.

Key words we will be using are:

- ✓ instruction
- ✓ rhythm
- ✓ sequence
- ✓ images
- ✓ sounds

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

- ✓ listening to music with your child and talk about how it makes you both feel (using key words as you do)
- ✓ linking to our Music topic, do the same with different Samba sounds and beats

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. We will also focus on embedding RESPECT in all we do; our Term 3 value.

Key words and phrases we will be using are:

- ✓ balance
- ✓ agility
- ✓ coordination
- ✓ share
- ✓ cooperate
- ✓ honesty
- ✓ 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 and consolidating new skills learned in school

ART AND DESIGN TECHNOLOGY

We will focus on developing and mastering pointillism and consider the following:

- Can I create different tones using light and dark colours?
- Can I point out and describe how other artists have used colour, pattern and shape in their work?
- Can I create a piece of work in response to another artist's work and talk about it using our key words?

Key words we will be using are:

- ✓ light tone
- ✓ dark tone
- ✓ colour
- ✓ pattern
- ✓ shape
- ✓ Pointillism
- ✓ Seurat

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

- ✓ discussing how a variety of techniques used in pointillism
- ✓ encouraging your child to practise techniques learned in school, at home
- ✓ researching the life of the artist, George Seurat, and finding interesting facts about him, his life and works



MUSIC

Exploring Pulse and Rhythm

In this unit the children will learn the difference between pulse and rhythm. Pulse is the **heartbeat** or 'clockwork' of a piece of music. It is consistent and remains whereas rhythms change. The children will spend the first half of the unit learning different songs and practising keeping to the pulse within these songs. In the second half of the unit the children will investigate different rhythms and read these using graphic notation. Once they have investigated these, the children will work in partners to compose graphic scores for their own rhythms.

Britpop and the Sound of the '90s

In this unit, the children will explore famous 'pop' songs from the 1990s. They will consider and discuss the style and feel of the music, as well as commenting on the various ways they make them feel. The children should complete this unit understanding that 1980s music was easy to dance to; involved lots of electronic instruments; and was performed by people with a different sense of fashion compared to how people dress today.

Key words we will be using are:

✓ pulse ✓ beat ✓ rhythm ✓ tempo ✓ dynamics ✓ composition

PSHCE

This term we will complete our module 'Created and Loved by God' by learning about life cycles and how God created us to follow the cycle of life and He loves us at every stage. We will introduce the beginning and ending points of the human life cycle: birth and death and talk about death. We will talk about death is the start of a new stage of our lives, living with Jesus. We will also talk about 'grief', the feelings we feel when someone dies.

We will then begin our module 'Created to Love Others' which explores relationships with others in family and friendships and builds on the understanding that we have been created out of love and for love. We will explore strategies for developing healthy relationships and keeping safe both online and in our daily lives. This includes reinforcing 'Tell, tell, tell' and 'trusted adults' as well as considering how our actions affect others and consequences, forgiveness and sorry.



Key words we will be using are:

✓ life-cycle ✓ God's plan ✓ growing ✓ changing ✓ baby ✓ toddler
 ✓ child ✓ teenager ✓ adult ✓ elderly ✓ family ✓ friend
 ✓ safe ✓ trusted adult ✓ special ✓ behaviour ✓ appropriate ✓ inappropriate
 ✓ okay ✓ not okay ✓ argument ✓ feelings ✓ actions ✓ consequences
 ✓ forgive ✓ forgiveness ✓ sorry

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

- ✓ talking about people you know who are at different parts of the life cycle
- ✓ discussing who they know that they can talk to when they feel a worry ball or they're not safe, who are your trusted grown-ups at home and school?
- ✓ when watching programs and reading stories discuss how characters are making choices which are okay and not okay, talk about how they might be feeling, what actions they could make and when and how they could say sorry or forgive

