

# CURRICULUM OVERVIEW

Sharing our learning



## Y2 INFORMATION

- **YEAR:** 2021-22 • **TERM:** 5
- **CONTACT:** [year2@st-johnfisher.org](mailto:year2@st-johnfisher.org)

## Y2 TEACHING & LEARNING TEAM

- Mrs A Broadhead • Mr R Johnson • Miss R D'Roza
- Mr W Ormesher • Mrs N Cox

Dear Parents and Carers,

This is our fifth curriculum overview of the 2021-22 academic year and, because of the COVID pandemic, it covers the first statutory assessment period that all schools will face since 2019. It is therefore a very significant period in the life of our school. Good attendance is very important in order to give our children the best possible chance to do well and demonstrate all they know and can do.

A reminder that the key assessment areas cover all age groups and are set out below:

- **FS2** - a formal check on children's progress in their key foundation year against the Early Learning Goals
- **Y1** - National Phonics Screening
- **Y2** - end of Key Stage 1 statutory assessments (SATs) & follow-up National Phonics Screening\*
- **Y3** - writing moderation
- **Y4** - formal multiplication tables assessment and writing moderation
- **Y5** - writing moderation
- **Y6** - end of Key Stage 2 statutory assessments (SATs)

\*for children who did not achieve the standard in Y1

Additionally, we are due to be moderated in all areas by the local authority.

Whilst everyone must continue to comply with government guidance related to COVID infection, obviously it is also very important that avoidable absences are kept to an absolute minimum wherever possible. You can help by making appointments at either end (or outside) of the school day and avoiding term-time holidays.

We must all pull together in order to help our children to reach their full potential, especially those who have been affected most negatively by the various lockdowns and others consequences of the pandemic. This has to be our shared priority, and regular attendance at school will help colleagues enormously as they work hard to support your children to enjoy, achieve and reach where they have the potential to be.

As usual this overview contains important information about your child's curriculum this term. It includes those key words that the children will need to learn and use as they develop their skills and subject knowledge. You will also find the usual tips for helping your children at home.

Please encourage your children to complete homework tasks. If they have done their best, but have not managed to finish a task or have not understood something, please reassure them and tell them to stop. Try to avoid the temptation to over-help, as this can mask issues and delay them getting help. Simply notify us via email, a note or a phone call and we will follow everything up positively, offering lots of encouragement.

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.

If you have any questions or if you require support, please do *not* hesitate to contact us. Thank you.

Yours sincerely,

  
Headteacher



## TERM 5 LEARNING VALUE: TEAMWORK

This term we focus on the value, 'Teamwork'. Teamwork is key in both learning and sport. When we pull together, we are often much greater and able to achieve more than we could if we operate separately as individuals.

Effective teamwork enables us to share our experiences and knowledge. It also enables us to learn from the experiences and knowledge of those we work with.

Being part of a great team provides us with powerful opportunities to learn what it means to lead and serve others as well as being a supportive teammate.

Being part of a team is not always easy, but it is an important part of everyone's development and formation as we learn and appreciate how special and exciting it can feel to be part of a group that achieves together.



## RE

Information about our Term 5 RE curriculum is in the 'Come and See' letter accompanying this overview. Details of liturgies, Masses and services will be shared in the weekly newsletter, available [here](#) and recordings can be viewed via this [link](#). In Term 4 we focus on the key virtues of '**forgiveness**' and '**honesty**', which are very relevant as we continue our Eastertide journeys together.

## HOMEWORK

Homework is given out on Friday and it is expected back by the following Thursday.

It will consist of:

- a mix of 'MyMaths' online homework ([www.mymaths.co.uk](http://www.mymaths.co.uk)) and other Mathematics homework
- 'Bug Club' for reading homework
- spellings for a weekly spelling quiz each Friday (please work hard on these to meet new standards)
- cross-curricular theme-related homework at various other times

## OUR THEME

In Y2 our theme will continue to have quite a big Science focus. The children will learn about Plants and how the world has evolved for plants and their survival needs within different habitats.

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

- ✓ plants
- ✓ seed/seedling
- ✓ root
- ✓ leaf
- ✓ stem
- ✓ petal
- ✓ disperse
- ✓ adapt
- ✓ climate change

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

- ✓ looking at how plants grow and change
- ✓ talking about how the world has to change and adapt constantly because of the weather and climate
- ✓ reading some books and watching some programmes/videos together about the environment and specifically the how plants adapt to different environments



## 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 their levels of 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
- ✓ researching and learning about plants and their lifecycles

## MATHEMATICS

We will focus on:

- multiplying and dividing whole numbers by 2, 5, 10, 100 and understanding what happens
- developing calculation skills
- finding fractions of amounts,  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{3}$
- money

#### Key words we will be using are:

- |               |          |           |         |              |                |
|---------------|----------|-----------|---------|--------------|----------------|
| ✓ multiply    | ✓ divide | ✓ share   | ✓ group | ✓ fraction   | ✓ numerator    |
| ✓ denominator | ✓ equal  | ✓ unequal | ✓ cost  | ✓ pence      | ✓ pounds       |
| ✓ coins       | ✓ notes  | ✓ more    | ✓ less  | ✓ fewer than | ✓ greater than |

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

- ✓ playing games to practise the skills e.g. setting up a shop at home and using coins and notes
- ✓ using a calculator to do calculations and find answers
- ✓ continuing to learn times tables (and related division facts)
- ✓ trying to relate fractions to division (e.g. if you have to find  $\frac{1}{2}$  of 20 you can divide 20 by 2)

## HISTORY

We will continue our exploration of life in Britain around the time of the plague and great fire in London. The children will learn about the life of the Sir Christopher Wren, the renowned architect who designed St Paul's Cathedral and so many other churches and buildings that replaced the ruins left by the great fire.

#### Key words we will be using are:

- |                          |                    |                        |             |
|--------------------------|--------------------|------------------------|-------------|
| ✓ significant individual | ✓ Samuel Pepys     | ✓ Christopher Wren     | ✓ architect |
| ✓ writer                 | ✓ diary            | ✓ plague               | ✓ buildings |
| ✓ eye-witness            | ✓ primary evidence | ✓ Great Fire of London |             |

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

- ✓ discovering what you can about the life of Samuel Pepys prior to the Great Fire of London
- ✓ researching the life of Christopher Wren was and why he is still talked about today



## 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
- record and represent the growth of plants 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:

- ✓ pants
- ✓ lifecycles
- ✓ compare
- ✓ observe
- ✓ germinate
- ✓ difference

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

- ✓ talking about different types of plants
- ✓ trying to look at different plant lifecycles
- ✓ looking at the different types of plants

## MUSIC

This term the children will learn about the importance of warming up and cooling down before and after singing. They will learn how to breathe properly whilst performing and how their posture can affect their voice.



They will reflect on the impact that the pitch, dynamics and beat have when signing and will be encouraged to use the appropriate vocabulary as they learn.

### Key words we will be using are:

- ✓ warm up
- ✓ cool down
- ✓ pitch/pitch match
- ✓ dynamics
- ✓ beat

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

- ✓ talking to them about what they have enjoyed and learned and asking them to demonstrate
- ✓ listening to a wide variety of music together, giving reasons for the choices you make about the type of music you enjoy listening to more or less
- ✓ practising using the appropriate vocabulary as you talk about the music you enjoy and the lessons

## 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 'ScratchJr', 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:

- ✓ commands
- ✓ ScratchJr
- ✓ communicate
- ✓ blocks of code
- ✓ edit
- ✓ modify
- ✓ programming

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

- ✓ exploring 'ScratchJr' together at home and familiarise yourselves with the features of the programme
- ✓ talking about how anyone can use a series of commands to create an outcome

## FRENCH

This term the children will be learning about dinosaurs and colours through different songs and rhymes.

## Key words we will be using are:

- ✓ rouge (red),
- ✓ jaune (yellow),
- ✓ bleu (blue),
- ✓ vert (green)



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

- ✓ finding things of different colours around the house and when you are out and about and practising saying what colour they are in French

## 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, 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

## 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

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
- ✓ cutting
- ✓ sticking
- ✓ warm colours
- ✓ cold colours
- ✓ architect
- ✓ Antoni Gaudi
- ✓ mosaic
- ✓ decorative
- ✓ interior
- ✓ pattern
- ✓ texture
- ✓ composition
- ✓ stained glass
- ✓ wax paper

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

- ✓ learning about the life and achievements of Gaudi's and his well-known style of mosaic/collage
- ✓ cutting and sticking and forming your own patterns - thinking about warm and cold colours

