

CURRICULUM OVERVIEW

Sharing our learning



Y2 INFORMATION

- **YEAR:** 2021-22 • **TERM:** 6
- **CONTACT:** year2@st-johnfisher.org

Y2 TEACHING & LEARNING TEAM

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

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 develop their knowledge and skills. You will also find the usual tips for helping your children at home.

Good attendance at school is extremely important as we continue to work hard to address the issues resulting from the difficulties and the disruption caused to children's learning by the devastating COVID pandemic and resulting lockdowns.

Good attendance is therefore not only key for supporting children's learning and progress, but also their wellbeing and broader continuing development as happy, confident and resilient young people. Please help us by avoiding unnecessary absences wherever possible, and especially term-time holidays. Thank you.

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

Yours sincerely,


Headteacher

TERM 6 LEARNING VALUE

This term the Learning Value that we are thinking particularly about is PASSION.

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 obvious ways and quietly too. It enables us to be determined.

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 very exciting!

Passionate people can also inspire others to be passionate and strong too. Being passionate is positive because it encourages self-belief and confidence. Both are key for wellbeing and learning.

The world needs passionate people because a single passionate person really can change it for the better!





RE

Information about our Term 6 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 6 we focus on the key virtues of '**honesty**' and '**service**', which are very relevant as we are in ordinary time.

HOMework

Homework is given out on Friday and it is expected back by the following Friday. 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 week (please work hard on these to meet new standards)
- cross-curricular theme-related homework at various other times
- multiplication (times) tables

ENGLISH

Spelling, Punctuation, Grammar & Handwriting

All children benefit from daily handwriting and spelling practise, and regular grammar and punctuation sessions focused on meeting their individual needs. Children have individual targets for writing, such as including specific punctuation or using descriptive language and there is a focus on the targets in their writing.

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

- ✓ supporting them to learn their weekly spellings
- ✓ 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 habitat changes and animal adaptation

Reciprocal reading

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

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

- ✓ reading their own books with them for a few minutes every day
- ✓ choosing another book by the same author, to read with your child
- ✓ encouraging your child to read a wider range of more challenging books, to widen their experience
- ✓ discussing their personal targets for reading (as shared on their record sheet)

MATHEMATICS

This term we will focus on:

- **shapes and symmetry** – 2D shapes and lines of symmetry
- **3D shapes** – we will be looking at properties of shapes
- **multiplication and division** – we will be looking at multiplying and dividing by 2, 3, 4, 5 and 10 times table.

Key words we will be using are:

- | | | | | |
|------------|----------|------------|---------------------|---------|
| ✓ multiply | ✓ divide | ✓ share | ✓ group | ✓ edges |
| ✓ vertices | ✓ faces | ✓ symmetry | ✓ lines of symmetry | |



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

- ✓ playing games to practise the skills
- ✓ investigating different 3-D Shapes that are found around the home
- ✓ continuing to learn times tables and related division facts
- ✓ using a calculator to do calculations and find answers
- ✓ continuing to learn times tables (and related division facts)
- ✓ sort shapes

HUMANITIES

This term we will focus on Kenya 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:

- ✓ geography/geographical
- ✓ natural and manmade
- ✓ island
- ✓ features
- ✓ human and physical features
- ✓ temperature
- ✓ climate/hot/cold
- ✓ North Pole (Arctic)
- ✓ South Pole (Antarctica)
- ✓ continent
- ✓ Equator
- ✓ country/nation

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 focus on developing the important core multi-skills that underpin all sporting activity, as they complete our various 'REAL PE' challenges. They will be encouraged to demonstrate passion as they do this. The children will also focus on health and fitness this term and should be able to describe how and why their bodies change during/after exercise. They will explore why exercise is so important for health and wellbeing.

The fundamental movement skills for this term are

- agility - ball chasing and Static
- balance - floorwork with a focus on body twister and reverse formation with front support

Key words we will be using are:

- ✓ sprinting
- ✓ balance
- ✓ agility
- ✓ coordination
- ✓ share
- ✓ cooperate



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

- ✓ encouraging your child to demonstrate what they have done in their REAL PE lesson
- ✓ encouraging your child to practice the running
- ✓ playing games in your garden or in the park, particularly running, chasing and practising ball skills

SCIENCE

The children will be learning about local and wider habitats. They will be encouraged to respect all living things in their environments and to be inquisitive, asking relevant questions on the different aspects that interest them. By the end of the unit, the children should be able to give simple reasons for changes that take place in vegetation and animal life in a habitat/micro-habitat across the four seasons. They should also be able to use relevant scientific vocabulary as they communicate simple scientific ideas, processes or phenomena related to ocean habitats.

Key words we will be using are:

- ✓ environment/environmental
- ✓ sustainable
- ✓ habitat/micro-habitat
- ✓ mini-beasts
- ✓ insects
- ✓ birds
- ✓ mammals
- ✓ plants

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

- ✓ looking at how habitats change over the four seasons
- ✓ researching Kenyan wildlife and their various different habitats

MUSIC

The children will be writing their own songs and learning all about different genres of music. They will explore patterns within songs and become familiar with different styles to create their own songs.



Key words we will be using are:

- ✓ chorus
- ✓ beats
- ✓ pop/rock/dance
- ✓ lyrics
- ✓ harmony

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

- ✓ encouraging your child to talk about what they have learned and to demonstrate if they can
- ✓ listening to a wide range of music at home and talking about what you like (or do not like) about it

DESIGN TECHNOLOGY

The focus will be on food technology and there will be link to Kenya with an exploration of fruits grown in Kenya. The children will taste and test different fruits, considering their smells, textures, weights and tastes. They will then use some of these to create (and enjoy) their own fruit salads.

Key words we will be using are:

- ✓ chop
- ✓ slice
- ✓ taste
- ✓ texture
- ✓ colours
- ✓ smell



FRENCH

The focus will be on numbers, colours, exploring unfamiliar nouns and under the sea.

Key words we will be using are:

- ✓ une baleine
- ✓ une pieuvre
- ✓ un crabe
- ✓ un requin
- ✓ un poisson



Primary Languages Network

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

- ✓ downloading and completing the homework tasks from our Y2 class page
- ✓ click this [link](#) and check under the 'Year 2 French Homework' section

COMPUTING

In this unit, the children 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. The children will compare creating music digitally and non-digitally and look at patterns in order to create their own music purposefully.

Key words we will be using are:

- ✓ repetition
- ✓ music
- ✓ create
- ✓ rhythm
- ✓ pattern
- ✓ appropriate language
- ✓ notes
- ✓ tempo
- ✓ review and edit

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

- ✓ have experience of making choices on a tablet/computer,
- ✓ have a go at navigating within an application.
- ✓ learners should also have some experience of patterns.

PSHCE

We will continue to:

- explore the positive and negative aspects of sharing content online
- consider the dangers of chatting online
- reflect on how we can be safe in our own bodies
- investigate how we can all be first-aid heroes

Key words we will be using are:

- ✓ S.M.A.R.Trules
- ✓ responsibility
- ✓ rights
- ✓ trusting adult
- ✓ TELL! TELL! TELL!

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

- ✓ asking your child about their online lives and what they know about staying safe online
- ✓ looking at our SJF website together for advice on staying safe online by clicking [here](#)

