



Year 2 Curriculum Newsletter: Autumn 2

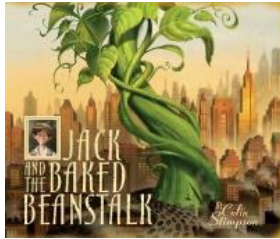
Below are the key learning links for each subject that will be covered in Year 2 this half term.



English

Traditional Tales with a Twist

- Say, write and punctuate simple and compound sentences using the joining words and, but, so and or
- Secure the use of full stops, capital letters, exclamation marks and question marks.



- Orally rehearse each sentence prior to writing.
- Select, generate and effectively use verbs.
- Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas.

- Use specific text type features to write for a range of audiences and purposes e.g. to entertain.
- Proofread to check for correct form of verbs within sentences, e.g. correcting he walking to the shop to he walked to the shop.

Instructions

- Select, generate and effectively use adverbs.
- Use the suffix ly to turn adjectives into adverbs e.g. slowly, gently, carefully.
- Secure the use of full stops, capital letters, exclamation marks and question marks.
- Plan and discuss what to write about e.g. key words and ideas.
- Orally rehearse each sentence prior to writing.
- Develop a positive attitude to writing.
- Use specific text type features to write for a range of audiences and purposes e.g. to instruct.
- Edit and improve their own writing in relation to audience and purpose.

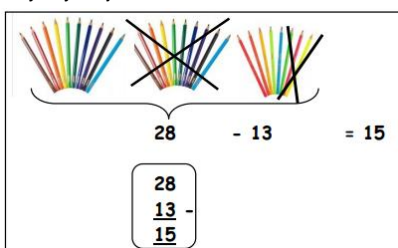
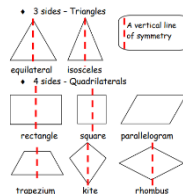
Maths

Addition and Subtraction

- Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
- Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Geometry - Shape

- Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.
- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.]
- Compare and sort common 2-D and 3-D shapes and everyday objects.



Physical Education

Dance

This unit will explore different movement ideas focusing on the fictional characters of pirates. Children will learn and perform a pirate dance as well as sail on pirate ships in small groups. The unit will finish with a big treasure hunt.

Striking for Accuracy

This topic gives children the opportunity to develop the ability to aim before striking and follow through afterwards as well as become more aware of how power effects distance.

Please make sure that children have full PE kit in school and children do NOT wear earrings/sharp hair accessories on PE day.

Science

Living Things and Habitats

- I can compare the differences between things that are living, dead and have never been alive.
- I can map a habitat and identify what is in it.
- I can identify animals in their habitats.
- I can describe a habitat and identify animals live in it.
- I can identify how an animal is suited to its habitat.
- I can describe how animals get their food.



RE

2.2 Christmas: Why was the birth of Jesus such good news?

- that Christians believe that the birth of Jesus is good news.
- that angels brought the good news to Zachariah, Mary and the shepherds.
- that Christians believe Jesus is the saviour of the world
- ask good questions about the Christmas story.
- tell you all about what happened to Zachariah.
- tell you the Christmas story.
- talk about the message of the angels.
- describe the different ways artists portray angels.
- talk about the ways Christians share the good news at Christmas time



Routines to Remember

PE: Weekly Full PE Kit should be in school (white t-shirt, black shorts/leggings, trainers)

Reading: 3 times per week is an essential part of home reading learning

Spellings: Handed out weekly for a quick test at the end of the week.

TT Rockstars: To be completed during the week. Children to reach 100 points target. If children do not have access to internet at home, there will be time in school for them to take part.



History

The Great Fire of London

- I can compare past and present London.
- I can explain how people live now is different to how people lived in 1666.
- I can order the events of the Great Fire of London.
- I can explain how we know about the Great Fire of London.
- I can explain how London changed after the Great Fire.
- I can describe London before, during and after the Great Fire.



DT

Textiles – Pouches

- Running Stitch - Children explore different examples of textiles and learn a simple running stitch, in an introduction to sewing.
- Using a template - Children create a template for a pouch and cut out their fabric, beginning to think of who the pouch could belong to and what it should look like.
- Making a pouch - Pupils sew their fabric together using a running stitch and design what the front will look like
- Decorating a pouch - Children add decoration to their pouches using their design ideas from the previous lesson.



PSHE – SCARF

Value Difference

- Identify some of the physical and non-physical differences and similarities
- Explain some of the ways those people are special to them
- Recognise and explain how a person's behaviour can affect other people



Computing

Spreadsheets

- Reviewing prior use of spreadsheets
- Copying and pasting totalling tools
- Using spreadsheet to add amounts



Phonics

- Sound out and blend graphemes to read simple words.
- Read phonically decodable one-syllable and two-syllable words, e.g. cat, sand, windmill.
- Read a selection of nonsense/alien words



Christian Values

Endurance
Forgiveness
Friendship
Koinonia
Peace
Thankfulness
Trust

British Values

Democracy
The rule of law
Individual liberty
Mutual respect
Tolerance of those of different faiths and beliefs