



## **WHAT WILL I BE DOING AT SCHOOL THIS TERM?**

An overview of some of the work being carried out by Year 2 in the Autumn term.

### **Religious Education.**

The topics for R.E come from the Catholic Religious Education Programme called 'Come and See'.

The children will be working on:

### **Beginnings**

In this topic, the children will explore new beginnings. They will learn Jesus was born and lived in a human family. We will be celebrating and responding to the many beginnings each day offers and remembering that God is present at every beginning.

### **Signs and Symbols**

In this topic, the children will explore the signs and symbols they use and experience. They will hear about the importance of symbols in the celebration of baptism.

### **Preparing**

In this topic, the children will learn that preparing to welcome a visitor shows love and care. They will learn about Advent and how the four weeks help people to prepare to welcome Jesus at Christmas and the celebration of the birth of Jesus.

### **Judaism**

We will learn about why Saturday (Shabbat) is God's special day for Jewish people. We will learn how they celebrate Shabbat and appreciate that Shabbat is a family day of rest, happiness and a time to think about God.

### **Hinduism**

Within this topic, we will explore quiet times and the Hindu home shrine. We will learn how Hindus pray at home and appreciate the meaning of Puja as well as the purpose of the shrine.

### **English**

In English we will be working on:  
Stories with familiar settings

## Instructions

Recounts in the form of newspaper reports

The children will be:

- Reading stories with a familiar setting, using expression and taking particular note of full stops, commas and exclamation marks.
- Discussing story structure, settings and themes. Participating in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to others.
- Learning how to consider what they are going to write before beginning; by planning, speaking aloud and writing down key words or ideas.
- Writing stories, poems, instructions and recounts, whilst learning how to use full stops, capital letters, exclamation marks and question marks.
- Using a variety of adjectives, adverbs, conjunctions, sentence openers and verbs to engage the reader.
- Recognising the key features of newspaper reports, instructions, stories and information texts. For example: columns, paragraphs, imperative verbs, story language and sub headings.
- Handwriting: introducing joined handwriting, sentence writing, practising the use of capital letters, full stops and different ways of joining sentences by starting to use some of the diagonal and horizontal strokes needed to join letters.
- Writing capital letters, lower case letters and digits of the correct size and orientation.
- Phonics: applying phonic knowledge and skills as the route to decode words.
- Recognising alternative spelling choices for the same sound. For example: the sound 'a' can be spelt in a variety of ways – say, rain, make, straight.
- Reading words containing common prefixes and suffixes.

## **Mathematics**

The children will be working on:

- Numbers to 100 – reciting, reading, writing.
- Counting on/back in ones, twos and tens to 100.
- Recognising the place value of each digit in a 2 digit number.
- Ordering, estimating, and rounding objects.
- Number bonds to 10, 20 and 100.
- Solving problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
- Adding amounts of money and working out change.
- Addition up to 100.
- Subtracting from a number up to 100 by counting back.

- Choosing and using appropriate standard units to estimate and measure length/ height (m/cm) in any direction; mass (kg/g); to the nearest appropriate unit, using rulers and scales.
- Identifying and describing the properties of 2D and 3D shapes.
- Recognising the terms clockwise and anti-clockwise.
- Comparing and sequencing intervals of time

## **Science**

The children will be working on:

### **Grouping and changing materials**

The children will discuss and evaluate the use of everyday materials. They will identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.

Additionally, they will find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

The children will identify naturally occurring materials, predict and describe how materials can be changed and used and become familiar with the terms reversible and irreversible change.

## **Computing**

### **We are photographers**

The children will learn to:

- Use technology safely and respectfully.
- Identify what makes a good photograph.
- Take a good photograph.
- Download photographs and make changes by editing and enhancing photographs.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

### **We are Astronauts**

The children will learn to:

- Predict what a simple program will do and test those predictions.
- Have a clear understanding of algorithms and sequences of instructions.
- Give clear and concise instructions.
- Create sprites and backgrounds.

- Program and adjust instructions.

### **History:**

The children will recognise that their own lives are different from the lives of people in the past. They will learn about aspects of the past beyond living memory. The children will be encouraged to ask and answer questions about significant events and individuals.

### **The Fire of London**

This unit of work links an important event in British history with a famous person - Samuel Pepys. Children will develop their sense of chronological order and consider why the great fire happened, its results and the different way it was represented using historical sources.

### **Remembrance Day and Guy Fawkes**

The children will explore an event that has been commemorated for nearly 100 years. They will also investigate the origins of Remembrance Day and how its significance has grown.

### **Geography: Famous Landmarks**

Children will be researching famous landmarks and their locations. They will also have the opportunity to explore the designs of these landmarks and their purpose. Furthermore, the children will explore the similarities and differences through studying human and physical features of the UK.

The children will be using maps and atlases to support their learning, identify and label the continents, oceans, countries, capital cities and the surrounding seas.

The children will be expected to use and understand basic geographical specific vocabulary relating to human geography.

### **Design & Technology: Puppets**

This unit of work involves children making a textile product by marking out, cutting and joining pieces of fabric. The children will look at a selection of hand puppets and base their design on their investigations into how the puppets have been made and who they have been designed for. The children will evaluate their product against the agreed design criteria.

### **ART: Famous Human and Physical Features**

The children will explore a number of UK human and physical features before sketching these using a line and shading.

### **In PE our topics are:**

**Gymnastics** – The children will:

- Perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus.
- Develop the range of their skills and actions, for example, balancing, taking off and landing, turning and rolling with control and coordination.
- Describe their own or their partner's sequence accurately and choose an aspect to improve.

**Games** - The children will:

- Travel with, send and receive a ball and other equipment in different ways.
- Develop these skills to play simple, competitive net, striking/ fielding and invasion type games that they and others have made, using simple tactics for attacking and defending.
- Show good awareness of others in running, catching and avoiding games.
- Watch and describe performances accurately.

**Music: Sounds, Duration and Performing**

The children will learn to listen with concentration and understanding to a range of live and recorded music. They will also experiment with, create, select and combine sounds using a variety of instruments and use their voices expressively and creatively by singing songs and speaking chants and rhymes. The children will learn to sing with a sense of shape, melody, increasing and decreasing tempo and awareness of others.

**PSHE:**

The following Attitudes and Dispositions will be addressed via PSHE and through a cross curricular approach

- Developing self-awareness
- Having a go and embracing new ideas
- Being unselfish and putting others first
- Having a good sense of humour
- Developing confidence
- Being aspirational
- Showing initiative
- Developing a curiosity and keenness to learn
- Acting as a team player
- Being responsible
- Developing spatial awareness
- Being 'fit & healthy'
- Becoming independent
- Being polite and well mannered
- Being caring and thoughtful of others and showing empathy

## **WHAT WILL I BE DOING AT SCHOOL THIS TERM?**

An overview of some of the work being carried out in Year 2 during the Spring term.

### **Religious Education.**

The topics for R.E come from the Catholic Religious Education Programme called 'Come and See.'

The children will be working on:

### **Books**

In this topic, the children will explore:

- Different books used at home and school and reveal the books used on Sunday by the parish family.
- The scriptures and begin to understand that they are the treasured Word of God for the Jewish and Christian communities.
- The books used by the Christian community to record and hand on its story.
- The lectionary, which is used at Mass and contains the scriptures used by the community throughout the year.

### **Thanksgiving**

In this topic, the children will explore:

- Different ways to say thank you.
- The word Eucharist which means 'thanksgiving'. Eucharist is another name for the Mass.
- The parish family gathers to give thanks to God, most of all for the gift of Jesus, his son.
- We give thanks to God for giving us Jesus in Holy Communion.

### **Opportunities**

In this topic, the children will explore:

- How each day offers opportunities for good.
- That the 40 days of Lent are an opportunity for Christians to turn towards what is good in preparation for Easter.
- Ways to do good by prayer and by doing something extra to prepare for the celebration of Jesus' Resurrection at Easter.

## **English**

In English we will be working on:

Stories from other cultures

Poetry

Non chronological reports

The children will be working on:

- Recognising the key features of non-chronological reports, riddles, stories and persuasive texts. For example: paragraphs, sub headings, different layouts and story language.
- Reading, writing and changing stories, using expression and taking particular note of full stops, commas, apostrophes, adjectives, adverbs, similes and exclamation marks.
- Discussing story structure, settings and themes.
- Writing their own stories using this structure and building stamina through writing longer pieces.
- Recognising simple recurring literary language in stories and patterns.
- Asking and answering questions.
- Reading and writing riddles.
- Making simple additions, revisions and corrections to their own writing by re-reading to check it makes sense.
- Use of the correct grammatical terminology when discussing their writing through self and peer assessment.
- Beginning to write in a joined style.
- Phonics: learn spellings of common exception words.

## **Mathematics**

The children will be working on:

- Numbers to 1000 – reciting, reading and writing.
- Counting on/back in ones, twos, threes, fives and tens.
- Recognising odd and even numbers.
- Recalling and using multiplication and division facts for the 2, 5 and 10 multiplication tables.
- Calculating mathematical statements for multiplication and division, and writing them using the multiplication, division and equals signs.
- Recognising the place value of each digit in 2 and 3 digit numbers.
- Using < and >.
- Recalling and using addition and subtraction facts to 10, 20 and 100 fluently.
- Adding and subtracting 2 digit numbers using concrete objects, pictorial representations and mentally.

- Comparing, ordering, estimating and measuring volume, capacity and temperature.
- Combining amounts of money to make a particular value. (50p, £1.00, £2.00, £5.00)
- Subtracting 2 and 3 digit numbers.
- Choosing and using appropriate standard units to estimate and measure length/ height (m/cm) in any direction, mass (kg/g) and capacity to the nearest appropriate unit, using rulers and scales.
- Identifying and describing the properties of 2D and 3D shapes.
- Recognising the terms clockwise and anti-clockwise.
- Comparing and sequencing intervals of time.

## **Science**

The children will be working on:

### **Living things and their habitats including plants and animals in the local environment**

Identifying that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, knowing how they depend on each other.

Identifying and naming a variety of plants and animals in their habitats.

Describing how animals obtain their food from plants and other animals, introducing the idea of a simple food chain, and identifying and naming different food sources.

## **Computing**

### **We are researchers**

The children will be working on:

- Scoping a topic and breaking down questions.
- Searching for information safely and effectively using the internet.
- Using other search engines and simple Wikipedia.
- Developing presentation skills to create and deliver a short multimedia presentation.

During the course of the Spring Term the children will have ample opportunity to research many famous landmarks in Australia including; The Great Barrier Reef and The Sydney Opera House. In addition to this, the children will be researching Madagascar as well as the plants and animals within the rainforest. This unit allows the children to develop their research skills. Children will be encouraged to select and retrieve the most significant information from large amounts of texts.



## **We are zoologists**

The children will be working on:

- Discussing classification keys and identifying bugs.
- Completing results charts.
- Taking, uploading, editing and enhancing photographs with captions.
- Inputting data and creating charts.
- Recording information on a digital map by locating places, adding pins and information on Google maps.
- Summarising and presenting discoveries.

## **Geography: Far far away**

This term we will be studying Australia and Madagascar. We will

- Name and locate 7 continents and five oceans.
- Use maps, atlases and globes to pinpoint these places on maps and in atlases.
- Use aerial photographs.
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.
- Use and understand specific geographical vocabulary to human and physical geography.
- Identify seasonal and daily weather patterns and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

## **Art: Landmarks, and animals from both Australia and Madagascar**

- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To use a range of materials creatively to design and make products.
- Draw using a variety of line styles and experiment using patterns.

During this topic, we will be incorporating collage, painting and sketching as well as Aboriginal Art.

## **Design & Technology: Winding mechanisms**

The children will be researching, designing and building a winding mechanism in small groups to enhance and develop their D&T skills and their team work skills. The children

will be using tools to assemble, join and combine materials. They will talk about their own and others' work.

## **PE**

In PE our topic is:

**Dance** – The children will make and repeat short dance phrases that express moods and feelings. They will improve control. The children will use different parts of the body to show a sense of dynamic, expressive and rhythmic qualities in their own dance. They will talk about different stimuli for the start of dance phrases. They will choose appropriate movements for different dance ideas. The children will say what they like and dislike, giving reasons to support their opinions.

### **In Music our topics are pulse, rhythm, pitch and pattern.**

The children will:

- Listen with concentration and understanding to range of high quality live and recorded music.
- Experiment with, create, select and combine sounds using the interrelated dimensions of music.
- Create movement to accompany musical ideas.
- Perform simple repeated patterns and accompaniments keeping a steady pulse.
- Use symbols to represent sounds.

## **PSHE**

The following Attitudes and Dispositions will be addressed via PSHE and through a cross curricular approach:

- Showing initiative
- Developing self-awareness
- Acting as a team player
- Being calm
- Acting as a good friend
- Being unselfish and putting others first
- Showing honesty
- Being a good listener
- Being calm
- Developing self-awareness
- Being 'fit & healthy'
- Becoming independent
- Being polite and well mannered
- Being caring and thoughtful of others and showing empathy

- Becoming 'a guardian of the world'
- Being spiritual and showing 'awe and wonder of the world.'

## **WHAT WILL I BE DOING AT SCHOOL THIS TERM?**

An overview of some of the work being carried out in Year 2 during the Summer term.

### **Religious Education.**

The topics for R.E come from the Catholic Religious Education Programme called 'Come and See'.

### **Spread the Word**

In this topic, the children will explore:

- The importance of passing on messages.
- The Resurrection.
- Jesus promises to send the Holy Spirit.
- Prayer to the Holy Spirit.
- The Ascension.
- Pentecost.
- Christians pass on the Good News.

### **Rules**

In this topic, the children will explore:

- Jesus' commandments to love one another and to forgive each other.
- Sin and the intention to commit sin.
- Examination of conscience
- Sacrament of Reconciliation
- The Sign of Peace

### **Treasures**

In this topic, the children will explore:

- The Creation story – Genesis.
- The work of Cafod.
- Praise for the World.
- The Gloria from Mass.

## **English**

In English we will be working on:

Traditional tales

Poems with predictable and patterned language

Different stories by the same author

Chronological reports about significant people's lives

The children will be working on:

- Reading, writing and changing stories, poems and chronological reports.
- Discussing story structure, settings and themes.
- Writing their own entertaining stories using this structure by adding detail to interest the reader.
- Ensuring that there is a clear, beginning, middle and end in their writing.
- Writing non-narrative text types for a clear purpose.
- Recognising the key features of poems, stories and chronological reports.
- Writing consistently in the 'past' or 'present' tense.
- Building writing stamina through writing longer pieces.
- Reading with fluency, expression and confidence.
- Discussing and clarifying the meaning of words.
- Using adventurous vocabulary.
- Explaining and discussing their understanding of books, poems and other material.
- Using apostrophes.
- Using the present and past tenses correctly and consistently.
- Making simple additions, revisions and corrections to their own writing.
- Proof reading to check for errors in spelling, grammar and punctuation.
- Self and peer assessment.
- Adding suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.
- Understanding and using contractions : can't, didn't, hasn't, couldn't, it's, I'll.

## **Mathematics**

The children will be working on:

- Identifying, representing and estimating numbers using different representations, including the empty number line.
- Using place value and number facts to solve problems.
- Applying knowledge of mental and written methods through addition and subtraction problems involving numbers, quantities and measures by using objects and pictures.
- Recognising the inverse relationship between addition and subtraction and using this to check calculations and solve missing number problems.

- Solving problems involving multiplication and division.
- Counting on/back in a variety of jumps.
- Ordering, estimating and rounding to the nearest ten and hundred.
- Addition, subtraction, multiplication and division involving money and measurement.
- Choosing and using appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/ g).
- Recognising 2d and 3d shapes and being able to discuss their properties including right angles and lines of symmetry.
- Recognising the terms clockwise and anti-clockwise.
- Telling and writing the time to five minutes, including quarter past/to the hour and drawing the hands on the clock to show these times.
- Recognising, finding, naming and writing fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity.
- Writing simple fractions for example,  $\frac{1}{2}$  of  $6 = 3$ .
- Recognising the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$ .

## **Science**

The children will be working on:

### **Animals, including humans**

- Exploring and comparing the differences between things that are living, dead and things that have never been alive.
- Finding out about and describing the basic needs of animals, including humans, for survival.
- Using 'Mrs Nerg' – to help to recognise similarities and differences between animals and plants, and group them according to their characteristics.
- Knowing that animals including humans have offspring that grow into adults.
- Describing the importance for humans of eating the right amounts of different types of foods.
- Understanding the importance of a healthy and balanced diet and lifestyle.
- Discussing the importance for humans to exercise, understanding about eating the right amounts of different food types and hygiene.

### **Plants**

- Growing investigations.
- Observing and describing how seeds and bulbs grow into mature plants.
- Finding out and describing how plants need water, light and a suitable temperature to grow and stay healthy.
- Recording and measuring the growth of a sunflower.

## **Computing**

The children will be working on:

### **We are detectives**

- Understanding that email can be used to communicate.
- Reading and replying to email.
- Working with email and attachments.
- Composing emails.
- Understanding how to open and listen to audio files on a computer.
- Organising information.
- Increasing awareness of safety issues when using email.

### **We are game testers**

- Discussing computer games, programmers and algorithms.
- Having a clear understanding about algorithms and a sequence of instructions.
- Discussing the elements used in games.
- Using logical reasoning and predicting what a simple programme will do and test possible algorithms.
- Discussing improvements.

## **History**

We will learn about where the people and the events studied fit within a chronological framework and use words in relation to the passing of time. They will understand some of the ways in which we find out about the past. The children will learn why we remember Florence Nightingale and Mary Seacole and will compare and contrast different ways of life.

### **Geography: 'Global Eye.'**

We will be continuing to develop our atlas work and consider the difficult journeys made by Florence Nightingale and Mary Seacole. We will also research Jamaica and Grays. The children will be taught to use and understand basic geographical vocabulary relating to human and physical geography to compare different locations, including a contrasting non-European country.

### **Art: Mother Nature**

Children will explore shape and patterns in nature. This will include looking within our local environment and exploring different textures and colours. The children will have the opportunity to use a range of tools for shaping and mark making. The children will be encouraged to replicate patterns and textures in 3D form by making a clay leaf. The

children will review what they and others have done and say what they think and feel about it.

### **Design and Technology**

During the first part of the term whilst we are looking at health and growth in science we will design and make a healthy wrap and fruit salad. The children will generate ideas by drawing on their own and other people's experiences. The children will select tools, materials and use the appropriate vocabulary to name and describe them. Importantly, the children will be taught to use hand tools safely and appropriately. The children will also evaluate against their design criteria.

### **PE**

In PE our topics are:

#### **Gymnastics** - The children will:

- Develop balance, agility and coordination.
- Turn on the floor and apparatus.
- Twist on the floor and apparatus.
- Understand how different movements can be linked together smoothly.
- Create, repeat and perform a short sequence.
- Vary their sequences using floor space and apparatus.
- Review one or more aspects of their performance to improve and explain how.

#### **Athletics** – The children will:

- Show a good awareness of others in running, catching and avoiding games.
- Copy actions and ideas to improve their own performance.
- Be a team player.
- Push, throw and sprint.
- Develop sprinting skills.
- Throw from a distance.
- Jump with an even pace.
- Sports day skills.
- Master basic movements including running, jumping, throwing and catching.

#### **In Music our topics are exploring instruments, symbols and genres of music**

The children will:

- Explore a variety of sounds and identify instruments.
- Identify a graduation in dynamics and tempo whilst listening to music.
- Respond to sounds and create improvisations.
- Play tuned and un-tuned instruments musically.
- Perform simple repeated patterns.
- Order sounds to create a beginning, middle and end.
- Use symbols to represent their work.

## **PSHE**

The following Attitudes and Dispositions will be addressed via PSHE and through a cross curricular approach:

- Showing honesty
- Acting as a team player
- Being proud of what they can do
- Having a go and embraces new ideas
- Showing determination, resilience and perseverance
- Being 'fit & healthy'
- Becoming independent
- Being polite and well mannered
- Being caring and thoughtful of others and to showing empathy