



## Our Learning in Year 2

### Autumn Term

#### English

Our learning will include the following texts:

- Sir Scallywag, by Giles Andre;
- Rabbit and Bear, by Julian Gough;
- The Magic Porridge Pot, by Alan McDonald;
- The Gingerbread Man;
- The Ninjabread Man, by Katrina Charman.

At the beginning of each half term we begin with a poetry focus. This supports the children's understanding of rhyme and helps to promote a love of poetry.

Throughout the term, we will be producing a range of writing, often using the above texts as our starting points. Every week, the children will also complete reading comprehension questions associated with each text.

All children will have the opportunity to access texts that are suitable for a child working at their chronological age, as well as texts and resources that match their current level of attainment, whether that be at, above or below their chronological age, using our carefully banded reading book system.

#### English – Grammar, Punctuation and Spelling (GPS) and Writing

During our daily GPS sessions, we will continue to develop our understanding of the structure of sentences, including how they are punctuated, and we will build upon our knowledge of word classes.

COMPOSITION	
Grammar and Punctuation	Writing Process
<ul style="list-style-type: none"> <li>• uses coordinating conjunctions (joining words) and, or, but;</li> <li>• uses simple adjectives for description;</li> <li>• understands and uses the terms noun, verb and adjective.</li> </ul>	<ul style="list-style-type: none"> <li>• uses basic layout conventions in different forms of writing;</li> <li>• <b>plans out loud what is going to be written;</b></li> <li>• creates simple plans to support writing;</li> <li>• makes simple changes to writing where appropriate;</li> <li>• <b>proof-reads own writing to check for basic errors.</b></li> </ul>

## Spelling

Look out for the spellings that will come home every week. We follow the sequence from Spelling Shed.

### Year 2 Autumn Term Spelling Rules

1. Words where 'dge' makes a /j/ sound
2. Words where 'ge' makes a /j/ sound
3. Words where 'g' makes a /j/ sound
4. Words where 'c' makes a /s/ sound before 'e', 'i' and 'y'
5. Words where 'kn' and 'gn' make a /n/ sound at the beginning of words
6. Challenge Words
7. Words where 'wr' makes a /r/ sound at the beginning of words
8. Words ending in 'le'
9. Words ending in 'el'
10. Words ending in 'al'
11. Words ending in 'il'
12. Challenge Words
13. Words where 'y' makes an /igh/ sound

Activities associated with the words that the children are learning will be available each week on Spelling Shed. Please see the inside cover of your child's Reading Record for the log-in information.

## Maths

As part of the basic skills for Year 2, we will also be consolidating our learning of the times table facts using Times Tables Rock Stars. Again, the password for this will be on the inside cover of your child's Reading Record.

### Autumn Term Y2 Maths Objectives

<b>Autumn 1- ED1:</b>
Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward.
Recognise the place value of each digit in a two-digit number (10s, 1s).
Identify, represent and estimate numbers using different representations, including the number line.
Compare and order numbers from 0 up to 100; use $<$ , $>$ and $=$ signs.
Read and write numbers to at least 100 in numerals and in words.
Use place value and number facts to solve problems.
Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
<b>Autumn 2- ED2:</b>
Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s; a two-digit number and 10s; 2 two-digit numbers; adding 3 one-digit numbers.
Show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot.
Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
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.
Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals ( $=$ ) signs.
Show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot.
Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
Throughout the term, children will tackle a range of reasoning and problem solving challenges that allow them to: <ul style="list-style-type: none"><li>• visualise.</li><li>• identify whether something is true or false.</li><li>• describe what I have done in my own words.</li></ul>

The majority of children will first master the content of the above Maths objectives by becoming fluent in their use, and then move on to problem-solving and reasoning

opportunities. This will enable them to apply their new knowledge and skills in a range of different contexts.

Some children may well be working towards consolidation of skills from other year groups. If your child needs this, you should already be aware of how their learning needs are being met. However, if you are unsure please do not hesitate to contact us.

Please refer to the Curriculum Overviews on our website for more detail about each subject.

## **Science**

Our learning in Science will focus on Uses of Everyday Materials. We will be exploring Science using the key question: 'Can you think and learn like a material scientist?' In addition, children 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. Children will find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching (Autumn 1).

Children will also learn about 'Animals including Humans'. We will be exploring Science using the key question: 'Does Science enable you to have the right to the best possible health care?' Children will notice that animals, including humans, have offspring which grow into adults. They will find out about and describe the basic needs of animals, including humans, for survival (water, food and air) (Autumn 2).

In addition, children will be exploring how to develop the skills of 'working scientifically' by observing changes, planning and conducting simple tests and collecting data.

Prior to all Science lessons, the children will consider how best to ensure that they have the right to be safe during scientific learning.

## **Computing and Online Safety**

We will be continuing with our Online Safety lessons this term and linking these to every child's right to be safe. Children will begin to understand how to get help if they have issues online (Autumn 1). They will then give examples about how they might use technology safely to communicate with others that they don't know well (Autumn 2).

Following on from this, we will be learning more about using the mouse and the keyboard. The children will use a paint package to input text and pictures (Autumn 1). They will also begin to understand what an algorithm is and practise these physically using a Pro-Bot (Autumn 2).

## **Geography**

In Geography, the children will be exploring the key question: 'Why is my world wonderful?' Our focus will be using simple world maps and looking at geographical features. Children will learn about continents, oceans, the four compass points and the Equator.

## **History**

In History, the children will explore 'Fantastic Firsts - The Rainhill Trials'.

The children will develop their knowledge of events that happened beyond living memory that are significant locally and nationally. The children will ask and answer questions about historical events: Why did the event happen and what was the build up to the event? When did the event happen? Who was involved and why? What was it like? They will learn about the events on the day of the trials and the legacy that followed.

## **Physical Education**

There are two areas of priority this term: Dance and Outdoor Adventurous Activities.

We will also be learning about Physical Health and Mental Wellbeing.

Children will develop their existing knowledge and skills to include:

- knowing about the importance of building regular exercise into daily and weekly routines and how to achieve this, e.g., walking or cycling to school or other forms of regular, vigorous exercise;
- knowing some routines and habits that they can develop to maintain good mental health.

## **Religious Education**

During R.E., we will be exploring Christianity using the key question: 'Why is the Bible special to Christians?' (Autumn 1).

The children will develop a simple knowledge around Christian beliefs about the Bible and its importance. They will retell religious stories and gain simple knowledge about their significance, including the story of St. Francis of Assisi, and suggest meanings for religious actions and symbols. They will express their views and give simple reasons to support these, in response to the religious material they learn about and recognise that some questions cause people to wonder and are difficult to answer.

During R.E. in the second half term, we will be exploring Christianity using the key question: 'How and why is light important at Christmas?'

The children will retell the Nativity story and suggest meaning for the symbols of light in the story. The children will identify and suggest meaning for Christingle symbols. The children will reflect on their own experience and feelings connected with light and be aware of other people's feelings.

## **Art and Design**

Our main focus will be 'From a Different Point of View – Viewfinders'. The children will use a range of materials creatively to design and produce a drawing of a real object. They will use drawings in their sketch book to develop and share their ideas, experiences and imagination. They will develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.

## **Music**

Our focus will be to listen with concentration and understanding to a range of high-quality live and recorded music. Children will experiment with, create, select and combine sounds using the inter-related dimensions of music. They will learn to recognise instruments and basic style indicators, including South African Music, Afropop, Christmas Music, Freestyle and Rap.

## **Design and Technology**

We will be focusing on textiles by asking the key question: 'What simple props could be used to make stories more interesting for children who can't yet read?' We will aim to design, make and evaluate a character glove puppet to use with pre-school children to help make a story more interactive and engaging.

## **PSHE (Relationships Education and Health Education)**

Our ongoing focus areas continue to be:

- to understand that children have their own special rights set out in the Convention on the Rights of the Child;
- to be able to identify some of the Articles in the Convention on the Rights of the Child;
- to understand that children's rights are universal, inalienable and unconditional, and that their own rights and the rights of others should be respected;
- to learn from their experiences and be able to recognise and celebrate their strengths and set simple but challenging goals;
- to be able to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class;
- to be able to communicate their feelings to others, to recognise how others show feelings and how to respond;
- to show an understanding of what is fair and unfair, kind and unkind, what is right and wrong;

- to know when people are being unkind either to them or others, how to respond, who to tell and what to say;
- to be able to offer constructive support and feedback to others;
- to understand how to build their Learning Powers and develop a Growth Mind Set;
- to know about basic hygiene routines, e.g., hand washing.

Our focus areas will be:

- Families and Friendships: making friends, feeling lonely and getting help;
- Safe Relationships: managing secrets, resisting pressure and getting help, and recognising hurtful behaviour;
- Respecting Ourselves and Others: recognising things in common and differences, playing and working cooperatively and sharing opinions;
- Growing and Changing: growing older, naming body parts and moving class or year.

### **Building Learning Powers**

As we move through the term, we will build on our understanding of positive behaviours for learning by focusing on reasoning as a means for achieving higher-level thinking skills and reflection that will enable us to capitalise on past experiences. This will contribute to our understanding of what a growth mindset is and how we might achieve this. Children will continue to learn how to be resilient, resourceful, to work together, and to be reflective of their learning and of themselves, as learners. As part of this experience, we will think carefully about what our aspirations are and discuss how we might achieve this by understanding the steps that we could take. This will culminate in our drawings for the Aspirations Tree.

Should you have any questions about your child's learning, please contact the School Office.