



Our Learning in Year 2

Autumn Term

English

Our learning will include the following texts:

- Sir Scallywag by Giles Andre
- The Black Hat by Maia Walczak
- Tiny Creatures by Nicola Davies
- Range of Non-fiction excerpts about animals
- Rabbit and Bear by Julian Gough

Throughout the term, we will be producing a range of writing, often using the above texts as our starting points. Every week, 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)

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.

| GPS Overview for Year 2 – Autumn Term | |
|---------------------------------------|---|
| Sentence | <ul style="list-style-type: none"> • I can write in the present tense. • I can write in the past tense. • I can write a sentence that uses Standard English <i>saw (not seen), did (not done)</i>. • Subordination (because) and co-ordination (using and, then, but) • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] |
| Text | <ul style="list-style-type: none"> • Correct choice and consistent use of present tense and past tense throughout writing • Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] • Predicting what might happen on the basis of what has been read so far. • Discuss and clarify the meaning of words, linking new meanings to known vocab. |
| Punctuation | <ul style="list-style-type: none"> • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. |
| Terminology for Children | <ul style="list-style-type: none"> • noun, expanded noun phrase • statement, question, exclamation, command • suffix, adjective, verb tense (past, present) |

Spelling

Spelling will also be a focus. Look out for the spellings that will come home every week.

Your child may receive a different set of words to their friends, which will mean that they have significant gaps in their knowledge from previous years' spelling skills. Their efforts are best used to fill these gaps before moving on. In that case, they must be aware of and try to learn the Year 2 words too.

Autumn Term Year 2 Spelling Words

| Shakespeare and More Spelling Wordlist 7 | Shakespeare and More Spelling Wordlist 8 |
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| Sounds | Sounds |
| badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust race, ice, cell, city, fancy knock, know, knee, gnat, gnaw | cry, fly, dry, try, reply, July flies, tries, replies, copies, babies, carries copied, copier, happier, happiest, cried, replied hiking, hiked, hiker, nicer, nicest, shiny patting, patted, humming, hummed, dropping, dropped, sadder saddest, bigger, biggest, runner, runny |
| Common Exception Words | Common Exception Words |
| door, floor, poor, because, find, kind, mind, behind, child, children | wild, climb, most, only, both, old, cold, gold, hold, told, every |

Activities associated with the words that they 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

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| Autumn 1 |
| Adding three one-digit numbers |
| Identify, represent and estimate numbers using different representation, including the number line |

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| Compare and order numbers from 0 up to 100; use <, > and = signs |
| Recognise odd and even numbers |
| Order and arrange combinations of mathematical objects in patterns and sequences. |
| Recognise the value of each digit in a two digit number (tens, ones) |
| Compare and classify geometric shapes based on their properties and sizes |
| Identify and describe the properties of 2-D shapes, including the number of sides and symmetry on a vertical line |
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| Autumn 2 |
| Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 |
| Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value |
| Find different combinations of coins that equal the same amounts of money |
| Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change |
| Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers |
| Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise) |
| Recognise, find name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ of a length, shape, set of objects or quantity |
| Write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalent of two quarters and one half |
| Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm), mass (kg/g), temperature and capacity (litres/ml) to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels. |

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| Tell the time to the hour and half past the hour and draw hands on a clock face to show these times |
| Solve simple one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. |
| Recognise, find and name a half as one of two equal parts of an object, shape or quantity |
| Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. |
| Read and write numbers 1 to 20 in words |
| Describe movement in straight lines using everyday language and describe turns including half, quarter and three quarter and connect turning clockwise with movement on a clock face |

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 and find out about and describe the basic needs of animals, including humans, for survival (water, food, air) (Autumn 2).

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

Prior to all Science lessons, 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 this to every child's right to be safe. Children will begin to understand how to get help if they have issues online (Autumn 1) and give examples about how they might use technology to communicate with others they don't know well (Autumn 2).

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

Geography

In Geography, 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'.

Children will develop their knowledge of events that happened beyond living memory that are significant locally and nationally. 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 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)

Children will develop simple knowledge about some 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?'

Children will retell the Nativity story and suggest meaning for the symbols of light in the story. Children will identify and suggest meaning for Christingle symbols.

Children will reflect on their own experience and feelings connected with light and be aware of other people's feelings.

Art

Our main focus will be '**From a Different Point of View – Viewfinders**'. 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:

- to understand that children have their own special rights set out in the Convention of 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:

- Families and friendships: making friends; feeling lonely and getting help;
- Safe relationships: managing secrets; resisting pressure and getting help; recognising hurtful behaviour;
- Respecting ourselves and others: recognising things in common and differences; playing and working cooperatively; sharing opinions;
- Growing and changing: growing older; naming body parts; 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 Growth Mindset Tree.

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