

# Year 2 Curriculum Newsletter



## Term 2

Dear parents and carers,

Hello! We hope you had a restful half term and are looking forward to the term ahead. It is a very exciting term as we start to think about Christmas and how we celebrate it.

We have our Christmas Crafts on 2<sup>nd</sup> December and our Christmas Fete on 3<sup>rd</sup> December. Also, the pantomime is on 11<sup>th</sup> December.

### What is happening this term?

For whole school events please see the whole school dojo. Here are some additional things happening for Seahorses and Starfish.

PE days in Y2 will be on a Monday and Wednesday.

Could you please collect a variety of boxes that the children could use in DT. We will be practising the skill of joining and also designing our own houses.

The Value that we are focusing on this term is:

Integrity

## Key Learning

| Subject and Topic                                                                   | Overview                                                                                              | Key knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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|  | <b>Reading</b><br> | Draw on knowledge of vocabulary to understand texts (VOCABULARY – what words mean)<br><br>Make inferences from the text (INFERENCE – giving opinions and answering questions about the text)<br><br>Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information (using evidence from the text)                                                                                                                                                                                                   |
|                                                                                     | <b>Writing</b><br> | <b>Non-chronological reports</b><br>To write a fact sheet about owls using information gathered from the text. We will be reading the class text – The owl who was afraid of the dark. <ul style="list-style-type: none"><li>• Specific vocabulary linked to the topic<ul style="list-style-type: none"><li>• Clear and precise description<ul style="list-style-type: none"><li>• Present tense</li><li>• Title</li><li>• Sub-Headings</li><li>• Introduction</li></ul></li><li>• Grouped information</li><li>• Facts from research</li></ul></li></ul> |

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|                                                                                                         | Spelling/<br>Phonics                                    | We will be continuing to review phase 5 sounds and moving onto our Bridge to Spelling unit.                                                                                                                                                                                                                                                                                                                                                             |
|                                                                                                         | Grammar                                                 | <ul style="list-style-type: none"> <li>• Use co-ordinating conjunctions (but, or)</li> <li>• Add -ly to turn adjectives into adverbs</li> <li>• Use commas to separate items in a list</li> </ul>                                                                                                                                                                                                                                                       |
| <b>Mathematics</b><br> | Addition and subtraction                                | <u><b>Key Vocabulary</b></u><br>Subtract, subtraction, subtracting, addition, add, adding, part whole, number sentence, ones, tens, compare, digit<br><br>Adding 10 more and 10 less<br>Adding a 1-digit number to a 2-digit number<br>Subtracting from a 2-digit number<br>Comparing numbers<br>Word problems                                                                                                                                          |
| <b>Science</b><br>     | <b>Materials</b><br>Uses of everyday materials          | Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, rock, brick, paper and cardboard for particular uses; Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.<br><br><u><b>Key Vocabulary</b></u><br>Waterproof, absorbent, opaque, transparent, squashing, bending, twisting, stretching, elastic             |
| <b>Design and Technology</b>                                                                            | <b>Homes</b><br>Link to history<br>Great fire of London | To identify different types of houses and identify their shapes and features.<br><br>To learn how to combine different materials to make houses.                                                                                                                                                                                                                                                                                                        |
| <b>Computing</b><br> | Creating media –<br>Digital photography.                | To make choices when composing a photograph.<br>To identify how a photograph could be improved.<br>To recognise that photos can be changed after they have been taken.<br><br><u><b>Key Vocabulary</b></u><br>Device, camera, photograph, <b>capture</b> , <b>image</b> , digital, landscape, portrait, framing, subject, <b>compose</b> , light sources, flash, focus, background, <b>editing</b> , <b>filter</b> , <b>format</b> , framing, lighting. |
| <b>History</b><br>   | <b>The Great Fire of London</b>                         | The children will learn what The Great Fire of London was, how and where it started and how changes arose due to the fire. They will also learn of key people at the time.<br><br><u><b>Key Vocabulary</b></u><br>Dates, Now, Past, Present, Then, Monarch                                                                                                                                                                                              |
| <b>Music</b><br>     | <b>Ho ho ho!</b>                                        | Christmas. Literacy - Christmas vocabulary. Historical context of musical styles.<br><br>Winter festivals & Christmas time. Creating a performance using music and dance.                                                                                                                                                                                                                                                                               |

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| Personal Social Health<br>and Relationship<br>Education<br> | Anti-Bullying WK<br>Getting to Know<br>you.    | Children thinking of who they are and what their dreams<br>are for the future.<br>Thinking of playground games and designing their own<br>playground.                                                                                                                                                                                                                                                                                                                                                                                                             |
| Physical Education<br>                                      | Games and<br>Gymnastics                        | Dynamic Balance to Agility<br>Jumping and Landing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Religion and Worldviews<br>                                 | Is Christmas only<br>special to<br>Christians? | <p>What do people celebrate?<br/>How do different people celebrate?<br/>How do Christians prepare for the special day of<br/>Christmas?<br/>Why is Christmas special to Christians?<br/>Is it only Christians that celebrate Christmas?<br/>What do people without a religion think about Christmas?</p> <p><u>Key vocabulary</u><br/>Religious, secular, Christianity, God, incarnation, Bible,<br/>Advent, Christingle, Advent wreath, Advent calendars,<br/>Nativity, Jesus, belief, faith, Golden Rule, goodness, evil,<br/>diversity, respect, inclusion</p> |