

Year 2 Curriculum Newsletter



Term 3

Dear parents and carers,

Hello! We hope you have had a restful and lovely Christmas. We wish you all a Happy New Year and look forward to the year ahead with excitement.

From the Year 2 Team

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

We have our family reading session on Tuesday 3rd February.

The Friendship disco is on Wednesday 11th February.

The Value that we are focusing on this term is:

Respect

Key Learning

Subject and Topic	Overview	Key knowledge
English 	Reading 	The book we will be reading alongside our writing is: <i>The dragon machine</i> by Helen Ward. Draw on knowledge of vocabulary to understand texts (VOCABULARY – what words mean) Identify and explain the sequence of events in texts (SEQUENCE – putting the main points in the correct order) Explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information (EXPLAIN – what you have learnt)
	Writing 	Fiction – story with an adventurous focus Create and describe characters Create and describe settings
	Grammar	<ul style="list-style-type: none"> • Write sentences with different forms: statement, question, exclamation, command • Use subordination (apply because, introduce when) • Use present and past tenses correctly and consistently • Use punctuation correctly - exclamation marks, question marks

<p>Mathematics</p> 	<p>Money</p> <p>Multiplication and Division</p>	<p><u>Key Vocabulary</u></p> <p>pence, pound, coin, note, total, amount, change, difference, price, cost, pay, owe.</p> <p>Counting money Making amounts Comparing amounts of money</p> <p><u>Key Vocabulary</u></p> <p>equal groups, lots of, arrays, repeated addition, multiplication, times tables</p> <p>Equal groups Multiplication sentences Grouping and sharing</p>
<p>Science</p> 	<p>Living things and their habitats (a)</p>	<p>To know the difference between things that are dead, alive and have never been alive</p> <p>To know what animals need to stay alive</p> <p>To name habitats and the plants and animals that can be found there</p> <p>To use a simple food chain to show what eats what</p> <p><u>Key Vocabulary</u></p> <p>Living, dead, non-living, habitat, energy, food chain, Woodland, pond, field</p>
<p>Art</p>	<p>Weaving</p>	<p>Exploring texture and pattern through weaving. Simple weaving using paper/plastic</p> <p>Selecting materials that can be incorporated into a woven textile</p>
<p>Computing</p> 	<p><u>Programming A – Robot algorithms</u></p>	<ul style="list-style-type: none"> To use logical reasoning to predict the outcome of a program To design an algorithm To know how to debug a program <p><u>Key Vocabulary</u></p> <p>instruction, sequence, clear, unambiguous, algorithm, program, order, prediction, artwork, design, route, mat, debugging, decomposition</p>
<p>History</p> 	<p>International achievements (Amelia Earhart and Neil Armstrong)</p>	<p>Learning about the lives and achievements of Amelia Earhart and Neil Armstrong. Making comparisons.</p> <p><u>Key Vocabulary</u></p> <p>Dates, Now, Past, Present, Then, Explorer</p>
<p>Music</p> 	<p>I wanna play in a band</p>	<p>Listen to the song. Feel the pulse with their bodies. Discussing how songs are similar or different</p>
<p>Personal Social Health and Relationship Education</p>	<p>Mental health week Emotions</p>	<p>Children will learn to recognise different feelings and will start to apply facial expressions and body movements to everyday feelings.</p>

		
<p>Physical Education</p> 	<p>Exploring space</p> <p>Dance</p>	<p>To use the language low, medium and high to describe their level.</p> <p>To use the language slow, medium and fast to describe their speed.</p> <p>To use the language forwards, backwards, sideways and diagonally to describe direction.</p> <p>Key Vocabulary</p> <p>body shape, spatial awareness, dynamic, & strong movement, tempo, speed, fast, slow, accelerate, soft, flowing, controlled, steady, mirroring,</p>
<p>Religious Education</p> 	<p>Diversity within Islam (Part 2):</p> <p>What do Muslims believe and how may they live?</p>	<p>That Islam is based around 5 pillars of 5 that help a Muslim lead a good life.</p> <p>That Muslims pray set prayers 5 times a day and face Makkah when they do.</p> <p>That a masjid (or mosque) is a clean place where Muslims go to worship God (Allah) and 'The house of God'</p> <p>That Muslims perform an Aqiqah ceremony to welcome a new baby to Islam.</p> <p>That Muslims mark the end of Ramadan (a month of fasting) by celebrating Eid-ul-Fitr.</p> <p>Key Vocabulary</p> <p>Allah, adhan, ceremony, Eid ul-Adha, Eid ul-Fitr, faith, God, Hajj, Makkah, masjid, messenger, Muslim, prayer call, Prophet Muhammad (pbuh), Qur'an, pillars, Ramadan, Shahadah, salat, sawm, surah, zakat.</p>