

CURRICULUM OVERVIEW

Sharing our learning



Academic Year 2019-20

- Year: 2
- Term: 1

Your Child's Teaching & Learning Team:

- Mrs A Broadhead
- Mrs C Raynes
- Mrs E Walton

Dear Parents and Carers,

This is the first curriculum overview of our new school year. Its purpose is to let you know what your children will be learning during the first term. We will also offer suggestions for supporting your children at home.

New learning can be fragile which is why it is important to give our children the right kind of support in school and at home. If we get it right our children will feel positive and confident.

We do set homework in to support new learning and to encourage the children. Our expectations regarding homework will therefore also be shared in this overview.

Clearly, it is very important that all homework is attempted by the children *on their own*. If children do not understand something **they should not worry**. This means that the homework has done its job. If this is the case all we ask is that you simply reassure and encourage your children to do as much as they can. This will really help us understand where the gaps are so that the right support is offered.

If children have genuinely had a good go then we will *always* be proud of them, whatever they manage to finish and achieve.

We certainly do **not** want you or your children panicking or worrying. We also ask that you do not give your children too much help because this could end up masking an issue and cause problems in the longer term. Children will always be encouraged in our school, and all we ask is that they have a good go and do their very best. This is because children learn best when they are confident; children are most confident when they are happy; and children are most happy when they feel loved and supported.

We would rather that parents/carers simply notify staff in person, via the class email or by adding a note to the homework - confirming that the task was attempted and explaining what they believe the issues to be. We will pick this up and act – reassuring and encouraging the children all the time.

Methods and ways of teaching and learning change over time which is why we are **always** happy to explain them to you if you have a specific question or are not sure how to help your child at home. Please just ask. Sometimes it can actually be more confusing for a child when well-meaning parents/carers try to help them based on what they remember being taught, as this could be quite different to how children are taught now.

As always, if you can support us because you have a particular skill, specialist knowledge; a real-life experience, artefacts, or useful contacts to share – or if you can help with an educational visit or with activities in class, please speak to your child's teacher(s). Thank you for your support.

Yours sincerely,

Headteacher

Term 1 Learning Value

Our value for this term is '**determination**'. Being determined is having the ability to keep going, even when there are setbacks. It's accepting that things don't always work out the way you expect them to, but continuing to set new goals that help you to grow as a person. Believing in yourself, being patient, and being the best that you can be are all important parts of determination!

What does determination look like to you?

- ✓ you can say "Yes I can!"
- ✓ you can set yourself your own challenging goals
- ✓ you have confidence in yourself to keep going, even when things get tough

If you have determination what do you realise?



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- ✓ never, ever, ever give up
- ✓ you can reach your potential if you believe in yourself
- ✓ confidence gives you the strength to carry on when it's really hard

How can you show determination?

- ✓ having a positive and determined mind-set
- ✓ setting challenging goals and having the courage to try
- ✓ be a superhero
- ✓ say "Yes I can!"

Homework

Homework is given out on Friday and it is expected back by the following Thursday. It will consist of:

- a mix of 'MyMaths' online homework (www.mymaths.co.uk) and other Mathematics homework
- 'Bug Club' for reading homework
- spellings for a weekly spelling quiz each Friday (please work hard on these to meet new standards)
- cross-curricular theme-related homework at various other times

RE

Information about our RE curriculum is included in the 'Come and See' letter accompanying this overview.

Our Theme

In Y2 our theme will have a Science and Geography focus. The children will learn about habitats and all about Sheffield.

Key words we will be using are:

- ✓ living
- ✓ non-living
- ✓ dead
- ✓ herbivore
- ✓ omnivore
- ✓ carnivore
- ✓ urban
- ✓ woodland
- ✓ pond
- ✓ coast
- ✓ microhabitat
- ✓ ocean
- ✓ Arctic
- ✓ desert

You can support your child's learning at home by:

- ✓ investigating how we can identify where Sheffield
- ✓ exploring how animals and humans constantly adapt and change due to how Sheffield as a city is developing
- ✓ researching Sheffield and reflecting on the different ways this city is similar and different to others in the UK

English: Basic Skills – Reading, Phonics, Spelling and Handwriting

Spelling, Punctuation, Grammar & Handwriting

All children benefit from having regular handwriting and spelling practice and regular grammar and punctuation sessions focused on meeting their *individual* needs.

Guided Reading

All children will have daily reading activities to boost their levels of confidence, enjoyment and their comprehension skills.

You can support your child's learning at home by:



- ✓ reading and writing stories
- ✓ describing images, including lots of adventurous adjectives and similes
- ✓ looking at how stories are presented and organised
- ✓ researching and learning about habitat changes and adaptation

Mathematics

We will focus on:

- place value
- solving word problems involving addition, subtraction, multiplication or division in contexts of numbers, measures or pounds and pence
- deriving and recalling all addition and subtraction facts for each number to at least 10, all pairs with totals to 20 and all pairs of multiples of 10 with totals up to 100
- deriving and recall multiplication facts for the 2,3,4,5 and 10 times tables and the related division facts; recognising multiples of 2,3,4,5, and 10

Key words we will be using are:

- ✓ value
- ✓ digit/number
- ✓ odd/
- ✓ even
- ✓ ones/tens/hundreds
- ✓ addition/plus
- ✓ subtraction/take away
- ✓ equal/same as

You can support your child's learning at home by:

- ✓ playing games to practise the skills e.g. setting up a shop at home
- ✓ using a calculator to do calculations and find answers
- ✓ continuing to learn times tables (and related division facts)
- ✓ 2x,3x, 4x, 5x and 10x tables linking to division facts
- ✓ talking about what makes a number

Geography

We will:

- continue to learn how to read maps and identify places on a map using grid references
- use world maps, atlases and globes to identify the UK and it's countries
- use aerial photos and plans – Google maps
- use basic geographical vocabulary for key human features
- name, locate and identify characteristics of Sheffield
- use basic geographical vocabulary to refer to physical geographic features
- use the right geographical words to describe features (e.g. temperature, transport and industry)

Key words we will be using are:

- ✓ map
- ✓ compass points
- ✓ north/south/east/west
- ✓ features
- ✓ route/journey
- ✓ temperature
- ✓ climate and weather
- ✓ industry
- ✓ transport

You can support your child's learning at home by:



- ✓ reading various maps and trying to use various grid references
- ✓ looking at Sheffield on the map and what journeys can be taken to different areas of Sheffield
- ✓ beginning to locate Sheffield where is it?;
- ✓ describing simple human and physical features about Sheffield;
- ✓ describing, in as much detail as possible, how Sheffield has changed over time

Science

The children will learn about a variety of habitats and the plants and animals that live there. They learn to tell the difference between things that are living, dead and things that have never been alive, and apply this in a range of contexts. They make observations of a local habitat and the creatures that live there, investigating conditions in local microhabitats and how they affect the minibeasts found within them.

Key words we will be using are:

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- ✓ non-living/dead
- ✓ herbivore/omnivore/carnivore
- ✓ urban
- ✓ woodland
- ✓ pond
- ✓ coast
- ✓ microhabitat
- ✓ ocean
- ✓ Arctic
- ✓ desert

You can support your child's learning at home by:

- ✓ talking about what makes something 'alive'
- ✓ talking about the features of a habitat
- ✓ sharing how you look after your pets (if you have them) and what you do to help them live happily

Music

This term's unit is called: "The Long and Short of it" and we will be:

- exploring duration
- singing songs with long and short sounds
- identifying patterns with a combination of long and short sounds
- accompanying songs with instruments by playing sequences of long and short
- listening to music and identifying the accompanying instruments

Key words we will be using are:

- ✓ duration
- ✓ pattern
- ✓ sequence
- ✓ rhythm
- ✓ beat

You can support your child's learning at home by:

- ✓ creating some repeated rhythms at home
- ✓ talking about timbre and tempo
- ✓ recording some tunes together
- ✓ exploring with different equipment to make different sounds

Computing

In this unit the children will:

- be playground astronauts
- use turtle roamers in space
- create sprites and backgrounds



- program a spaceship
- move from one planet to another

Key words we will be using are:

- ✓ direction
- ✓ programme
- ✓ roamer
- ✓ appropriate language
- ✓ digital map
- ✓ classify

You can support your child's learning at home by:

- ✓ talking about direction using compass points and full turn, half turn and quarter turn

PE

This term the children will focus on developing the important core multi-skills that underpin all sporting activity, as well as our 'REAL PE' challenges – whilst focusing on embedding **determination** in all we do, which is our Term 1 value.

Key words we will be using are:

- ✓ balance
- ✓ agility
- ✓ coordination
- ✓ share
- ✓ cooperate
- ✓ determination
- ✓ resilience

You can support your child's learning at home by:

- ✓ continuing to asking them about their lessons and what they have learned
- ✓ asking them to 'teach' you
- ✓ practising the skills learned in school

