

CURRICULUM OVERVIEW

Sharing our learning



Academic Year 2020-21

- Year: 2
- Term: 4

Your Child's Teaching & Learning Team:

- Mrs A Broadhead
- Miss R D'Roza
- Mr R Johnson
- Mrs N Cox
- Mr B Redmill

Dear Parents and Carers,

This is our fourth curriculum overview which comes just after the half-way point of the school year. Its purpose is to keep you up-to-date with the children's learning and suggest ways they can be supported at home.

As the term new begins we remain in a national lockdown. This means that the offer of places in school remain limited to vulnerable pupils and the children of critical and key workers. It is therefore important that our online offer continues to be as engaging and exciting as possible. Please click [here](#) to access our remote learning policy and click [here](#) to access the local authority guidance regarding attendance at school for the remainder of lockdown. Remote learning will continue to be made available through Microsoft Teams and via the SJF Home-Learning portal on our website or by clicking [here](#). Please note that the password is **2020STJOHN**. Here is a reminder of our daily check-in times on Microsoft Teams:

FS2, Years 1 and 2 ✓ 9.30am ✓ 3.00pm

Years 3-6 ✓ 9.00am ✓ 2.30pm

Following the Prime Minister's recent announcement all schools will open fully to all pupils from Monday 8th March 2021. Here at SJF we very much look forward to seeing everyone back in school together. Please note that from this point the attendance of all pupils at school will be compulsory all day, every day.

As in September, there will be a huge focus on pupils' wellbeing and reconnection. We will work hard to assess all pupils, gently, in lots of different ways so that we can build a rapid and comprehensive understanding of their needs. As part of this, an updated 'SJF Reconnection Plan' will be issued shortly and the pupil progress, achievement and target-setting meetings already scheduled in the calendar to start from Friday 12th March 2021 for pupils in Y6 and then for the different year groups throughout the following week, will go ahead. These meetings will provide colleagues with a valuable opportunity to listen to your lockdown experiences, concerns and ideas as together we build a view of how well each child has coped and what the plan for them will be.

If you or your child(ren) have any questions you can contact staff via the chat function on Microsoft Teams or the class email. You can also contact the School Office directly (enquiries@st-johnfisher.org or 0114 2485009).

Yours sincerely,

Headteacher

TERM 3 LEARNING VALUE: SELF-BELIEF

Self-belief is about:

- trusting your abilities
- setting yourself challenging goals
- gaining confidence

The following words come to mind when we think of self-belief:

- courage
- determination
- spirit
- assurance
- tenacity
- faith
- confidence
- strength of mind



What does self-belief look like to you?

- you can trust your abilities
- you can set yourself challenging goals
- you have confidence in yourself

If you have self-belief what do you realise?

- you can reach your potential if you believe in yourself
- you should set more challenging goals to help stay motivated
- gaining confidence gives you the strength to carry on – even when it's really hard

How can you show self-belief?

- having a positive and determined mind set
- setting challenging goals and having the courage to try (and keep trying) to achieve them
- really believing that you can reach your potential

The children will be encouraged to demonstrate this value in their choices, attitudes and behaviours.

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 quite a big History focus. The children will learn about the Great Fire of London and reflect on how it caused everyone to spring into action in order to try and control it and limit damage and loss of life. The children will reflect on how the fire forced people to think about what they needed to do in order prevent and deal with fires in the future.

Key words we will be using are:

- | | | | | |
|----------------|----------------|-------------------|-------------|---------|
| ✓ Pudding Lane | ✓ Samuel Pepys | ✓ King Charles II | ✓ St Paul's | ✓ diary |
| ✓ past | ✓ present | | | |

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

- ✓ investigating what homes are made from
- ✓ exploring how materials of the houses changed
- ✓ researching The Great Fire of London and reflecting on the different ways cities are prepared for potential disasters now

ENGLISH

Spelling, Punctuation, Grammar & Handwriting

All children benefit from having regular handwriting and spelling practise 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 instructions
- ✓ describing images, including lots of adventurous adjectives and similes
- ✓ looking at how non-chronological reports are presented and organised
- ✓ researching and learning about plants

MATHEMATICS

We will focus on money, fractions and addition/subtraction with regrouping.

Key words we will be using are:

- | | | | | |
|------------|-----------|------------|---------------|--------------|
| ✓ money | ✓ amount | ✓ total | ✓ change | ✓ notes |
| ✓ past | ✓ present | ✓ notes | ✓ coins | ✓ half |
| ✓ quarter | ✓ third | ✓ addition | ✓ subtraction | ✓ regrouping |
| ✓ hundreds | ✓ tens | ✓ ones | ✓ total | |

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

- ✓ playing games to practise the skills
 - setting up a shop at home encouraging children to answer questions about **number bonds** to **20** which are pairs that make 20, for example, 15 and 5; 8 and 12; 19 and 1 and so on
- ✓ revising the names and amounts of coins
- ✓ identifying a half ($\frac{1}{2}$), a quarter ($\frac{1}{4}$), a third ($\frac{1}{3}$) and three-quarters ($\frac{3}{4}$) of amounts
- ✓ accessing 'MyMaths' regularly and having a good go at the various challenges and tasks
- ✓ encouraging your child to access 'TT Rock Stars' as often as possible in order to beat their best scores focusing on quick recall of the x2, x3, x4, x5 and x10 tables
- ✓ linking multiplication facts to division facts
 - for example, $2 \times 3 = 6$ and $3 \times 2 = 6$, so
 - 6 divided by 3 makes 2 groups
 - 6 divided by 2 makes 3 groups

HISTORY

We will:

- share historical information and stories about the past and talk about things from the past that are different compared to now
- encourage the children to use rich language to describe people, events and other things from the past
- ask questions in order to discover more about the past
- begin to use different types of historical evidence in order to draw our own conclusions about the past
- use a timeline in order to sequence events directly linked to The Great Fire of London and then think about other key dates which we will put in order by dividing the past into different periods of time on a timeline

Key words we will be using are:

- | | | | | |
|----------------|----------------|-------------------|-----------------------|---------|
| ✓ Pudding Lane | ✓ Samuel Pepys | ✓ King Charles II | ✓ St Paul's | ✓ diary |
| ✓ past | ✓ present | ✓ sequence | ✓ chronological order | |
| ✓ individual | ✓ compare | ✓ events | ✓ primary evidence | |

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

- ✓ completing your own research from reading information books and supervised internet searches
- ✓ identifying the key people from the time and thinking about why we still talk about them today
- ✓ having a go and making your own time-lines of events for 'The Great Fire' and for your life up to this point

SCIENCE

The children will learn about how humans and other animals are born, grow and change. They will investigate what we need in order to survive and be healthy. The children classify different kinds of animal babies and consider the basic needs that humans and animals, and research the differing needs of animals within our care. Focusing their own experiences, children explore the need for humans to eat a varied diet, to keep



themselves clean, and to take regular exercise. They will then go on to research about how habitats and environments have changed thus animals have had to adapt to their changing surroundings.

Key words we will be using are:

- | | | | | |
|-----------|------------|--------------|------------------|------------|
| ✓ mammals | ✓ reptiles | ✓ amphibians | ✓ birds | ✓ hatching |
| ✓ child | ✓ chick | ✓ diet | ✓ climate change | |

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

- ✓ using information books and supervised internet searches to investigate how animals grow and change
- ✓ investigating how animals (including humans) adapt to their environment by safely watching online videos and tv programmes and by read information books
- ✓ reflecting on how the world is constantly adapting and changing due to its weather and climate

MUSIC

We will continue to explore African drumming. We will revisit African culture to understand various instruments. We will play different rhythms and then create our own in groups. We will investigate the history of music.

Key words we will be using are:

- | | | | | | | |
|----------|-----------------|------------|--------|------------|----------|--------------|
| ✓ Brazil | ✓ samba bateria | ✓ rhythmic | ✓ beat | ✓ crotchet | ✓ quaver | ✓ semiquaver |
|----------|-----------------|------------|--------|------------|----------|--------------|

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

- ✓ continuing to practise skills just like a drummer starting out, using kitchen utensils to provide a beat/noise
- ✓ asking your child to show you the three different basic rhythms that all align together to create one samba groove; drumming along with your child to the addictive pulse of samba

FRENCH

This term the children will:

- practise how to make the correct sounds in order to pronounce different words correctly in French
- practise using listening skills in order to help them hear new sounds, words and phrases in French
- join in with rhymes, songs, stories and games designed to build their understanding of French
- write words and phrases correctly in French

Key words we will be using are:

- | | | | |
|--------------------|---------------------|------------------------|---------------------------------|
| ✓ snail (escargot) | ✓ bee (abeille) | ✓ butterfly (papillon) | ✓ other 'mini-beast' vocabulary |
| ✓ Easter (Paques) | ✓ colour vocabulary | ✓ jaune | ✓ bleu ✓ brun |
| ✓ noir ✓ vert | ✓ rouge | ✓ orange | ✓ blanc ✓ rose |

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

- ✓ practising the vocabulary and joining in with songs and games and activities on the web

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, all whilst focusing on embedding self-belief, our Term 4 value in everything.

Key words we will be using are:

- | | | | | |
|-----------|---------------|-------------------|------------|-------------|
| ✓ balance | ✓ agility | ✓ coordination | ✓ share | ✓ cooperate |
| ✓ honesty | ✓ self-belief | ✓ "I will try..." | ✓ creative | support |

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

