

# CURRICULUM OVERVIEW

Sharing our learning



## Y2 INFORMATION

- YEAR: 2023-24 • TERM: 4
- CONTACT: [year1@st-johnfisher.org](mailto:year1@st-johnfisher.org)

## Y2 TEACHING & LEARNING TEAM

- Miss P Lockham
- Miss A Prentice
- Miss A Luxton
- Miss H Raynes
- Miss S Partlow
- Miss H Ahmed
- Miss N Flynn

Dear Parents and Carers,

This is our fourth curriculum overview of the school year and its purpose is to share information about what the children will be learning this term. This is a key term as we prepare for a range of different statutory and non-statutory assessments and checks that will take place later, in Term 5. The key assessment areas are:

- **FS2** - a formal check on development and progress of children in their key foundation year
- **Y1** - National Phonics Screening
- **Y2** - writing moderation, follow-up phonics screening\*, and non-statutory end of Key Stage 1 assessments
- **Y3** - writing moderation
- **Y4** - formal multiplication tables assessment and writing moderation
- **Y5** - writing moderation
- **Y6** - Key Stage 2 statutory assessments (SATs) and writing moderation

*\*for children who did not achieve the phonics standard in the Y1 national screening*

Good attendance is always important, but even more so in now, and not just because it will help children to learn and progress, but also because it will support their wellbeing. We know that absence from school makes children anxious because they tell us that they worry about missing learning and their classmates and friends.

We understand that there are times when absence is unavoidable, for example, when children are poorly, and so we work very hard to help children who are returning after being ill, to settle back in. We are grateful when unnecessary absences are avoided, for example, term-time holidays and odd days here and there, as well as appointments when there is an option for them to be made after school, during school holidays or at the end of a school day. It helps children enormously if they are in school as much as possible.

This overview contains important information about the children's curriculum and the key words they will need to know if they are going to be able to know and do more. There are also tips for supporting them at home.

At home, children should be encouraged to attempt all homework tasks, which are designed to help them practise skills and embed new knowledge. Sometimes children might find aspects more difficult, so we ask that if they do struggle with anything, simply offer reassurance and encourage them to do as much as they can *on their own*. Sometimes this is all they will need in order to realise that they **do remember more** and can **do more**. This can boost your children's self-confidence and be a positive life-lesson. If they do continue to struggle and you feel that they have done their best then please ask them to stop, and reassure them that everything will be ok. Let us know via a note or email, so we are clear what the issue is, and staff will follow everything up. They will also affirm and encourage your child as they help them to address the difficulty.

We understand completely, that ways of teaching and learning can change over time and so we are always happy to talk about this with parents/carers either individually or as group so that they understand and can feel confident when offering support at home. We are here to help, so please call or email if you need to.

Yours sincerely,

*Harrold*  
Headteacher



**TERM 4 LEARNING VALUE**

Our Term 3 Learning Value is 'self-belief'.

- **Self-belief is all about**
  - ✓ trusting in your own abilities
  - ✓ setting yourself challenging goals
  - ✓ gaining confidence
  - ✓ thinking of yourself positively
- **If you have self-belief, you realise that:**
  - ✓ you can reach your potential if you believe in yourself
  - ✓ you should set yourself challenging, yet achievable, goals to help stay motivated
  - ✓ gaining confidence will give you the strength to carry on (and on) – even when there are challenges
- **You can show your self-belief by:**
  - ✓ having a positive and determined mindset
  - ✓ being courageous and resilient when facing the challenging, but achievable, goals you set yourself
  - ✓ knowing that you will reach your potential and achieve your goals

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

- |                      |                  |              |
|----------------------|------------------|--------------|
| • courage            | • determination  | • positivity |
| • tenacity and focus | • faith          | • confidence |
| • assuredness        | • inner strength | • resilience |



**RE & CATHOLIC LIFE**

Click [here](#) for information about our Term 4 RE curriculum. Details of liturgies, Masses and services are shared via our online calendar, our website and in our newsletters (click [here](#)). Recordings can be viewed via this [link](#).

In Term 4 we focus on the virtues of 'Love' and 'Charity'



**HOMEWORK**

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

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

**ENGLISH**

**Spelling, Punctuation, Grammar & Handwriting**

All children benefit from having daily handwriting and spelling practise and regular grammar and punctuation sessions focused on meeting their *individual* needs. Our first writing project this term has a big History focus. The children will learn about 'The Great fire of London', and will be encouraged to explore its impact for everyone caught up in it. We will be creating our own 'The Great Fire of London' chronological reports. Children are encouraged to take part in our 'Junk model' Jacobean house home learning project.

**Guided Reading**

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



**ST CLARE**  
Catholic Multi Academy Trust



**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 stories are presented and organised
- ✓ enjoying the library books brought home, together

**MATHEMATICS**

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

**Key words we will be using are:**

- ✓ 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 e.g. setting up a shop at home encouraging children to answer questions about **number bonds** to 20 and further e.g. 15 and 5; 8 and 12; 19 and 1 and so on...
- ✓ revising the names and amounts of coins
- ✓ identifying  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{3}{4}$  of amounts and objects
- ✓ accessing **MyMaths** regularly and having a good go at the challenges and tasks
- ✓ encouraging them to access **TT Rock Stars** as much as possible in order to beat their best scores
- ✓ 2x, 3x, 4x, 5x and 10x tables linking to division facts

**HISTORY**

The children will:

- tell stories about the past and talk about differences between things from the past and now
- use appropriate language in order to describe things from the past accurately
- ask questions of older people in order to find out more about the past
- begin to use different types of evidence in order to discover facts about the past
- use timelines in order to sequence events accurately from 'The Great Fire of London', using key dates to order events and divide the past into different periods of time

**Key words we will be using are:**

- ✓ chronological order
- ✓ sequence
- ✓ individual
- ✓ compare
- ✓ Pudding Lane
- ✓ events
- ✓ Samuel Pepys
- ✓ King Charles II
- ✓ St Pauls Cathedral
- ✓ diary
- ✓ past
- ✓ present

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

- ✓ reading about the event
- ✓ looking at why these people are famous
- ✓ locate where these events are on a timeline

**SCIENCE**

The children will be continuing on with our work around animals and their needs. We will:

- know that animals, including humans, have offspring which grow into adults
- describe the basic needs of animals, including humans, for survival
- describe the importance for humans of exercise, eating healthily and maintaining good hygiene

**Key words we will be using are:**

- ✓ mammals
- ✓ eggs
- ✓ observation
- ✓ description
- ✓ parents
- ✓ milk
- ✓ nest

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

- ✓ talking about different types of animals you see
- ✓ talking about how important a healthy lifestyle is encouraging exercise and healthy eating

**MUSIC**

This term, we will continue to explore pitch using an array and instrument and our own vocals. We will play different rhythms and create our own rhythms and sounds in small groups.

**Key words we will be using are:**

- ✓ pitch
- ✓ tone
- ✓ composition
- ✓ rhythmic
- ✓ high/low
- ✓ beat

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

- ✓ continuing to practise skills learned, just like any drummer who is just starting out, by grabbing whatever kitchen utensils you can in order to create interesting noises and rhythms
- ✓ asking you children to show them what they have learnt in there lessons and encouraging singing and a love for music.

**FRENCH**

In this unit children work on sounds and spellings. They will begin building knowledge about different sports and general sporting life. The will use simple phrases about their own favourite sports.

**Key words we will be using are:**

- ✓ le foot
- ✓ le rugby
- ✓ le handball
- ✓ le basketball

**COMPUTING**

The children will begin to understand what the term data means and how data can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. The children will use the data presented to answer questions.

**Key words we will be using are:**

- ✓ data
- ✓ pictogram
- ✓ attribute
- ✓ organise
- ✓ present
- ✓ volume
- ✓ questions
- ✓ block diagrams

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

- ✓ look at example pictograms
- ✓ make/design your own pictogram at home

**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

**ART AND DESIGN TECHNOLOGY**

This term our focus will be to investigate structures and architecture and consider what makes them stable. We will research how we can design and construct 'junk model' buildings so they are secure, water proof and sustainable. This will link to our Great Fire of London topic as we investigate the best ways to design and construct Tudor house structures. We will also look into art inspired by The Great Fire of London.

**Key words we will be using are:**

- ✓ strong                      ✓ stable                      ✓ design                      ✓ test                      ✓ construct                      ✓ construction
- ✓ waterproof                      ✓ technique                      ✓ materials                      ✓ strength                      ✓ sustainable

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

- ✓ discussing what can happen when fires are present
- ✓ unpicking how Tudor houses were originally made and why London caught fire so quickly

**PSHCE**

This term we will explore how we are created to love God, completing a unit on Life Online and beginning a unit on Keeping Safe.

In Life Online we will talk about similarities and difference between 'real' and 'online' life and how we can feel joy and upset in both physical places and digital places, online. We will discuss rules to keep us safe and recognising safe and unsafe situations in both.



In Keeping Safe we will build on previous learning, particularly in Be Safe Be Happy week, to help children to tell the difference between good and bad secrets. We will also revisit teaching on physical boundaries, incorporating the PANTS resource by the NSPCC.

**Key words we will be using are:**

- ✓ safe/unsafe                      ✓ online                      ✓ rules                      ✓ internet
- ✓ screen time                      ✓ pop ups                      ✓ block                      ✓ report
- ✓ devices                      ✓ secret                      ✓ private                      ✓ respect
- ✓ PANTS                      ✓ private parts                      ✓ touch                      ✓ permission

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

- ✓ discussing which devices and games at home go online/use the internet
- ✓ talking about the rules you have for devices to keep us safe
- ✓ working out how much screen time your family has and if it needs to change
- ✓ reminding your child it is important to 'tell, tell, tell' whenever they need to
- ✓ discussing the PANTS rules and looking at <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>

