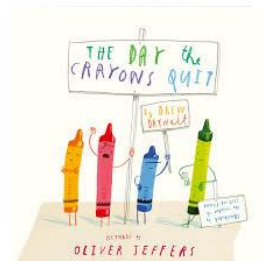
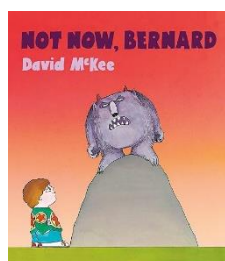


Year 2 Term 3 Curriculum Plan for Parents

The information below outlines the areas we will be working on this term in each of the curriculum subjects.

Writing:

Our writing in Year 2 will centre around and will be linked to key texts throughout the year. Our key texts for term 3 are Not Now, Bernard by David McKee and The Day the Crayons Quit by Drew Daywalt



Using these texts, we will be focussing on:

- Writing a narrative about personal experiences and those of others (real and fictional)
- Writing for different purposes
- Planning or saying out loud what they are going to write about
- Encapsulating what they want to say, sentence by sentence
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Joining words and joining clauses using 'and' and 'or'
- Using the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs
- Including subordination (using when, if, that, because) and co-ordination (using or, and, but)
- Using expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]
- Understanding how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
- Using capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Learning the possessive apostrophe (singular) [for example, the girl's book]
- Adding suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
- Using the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]
- Using the correct choice and consistent use of present tense and past tense throughout writing
- Using commas to separate items in a list

Maths:

Block 3 Shape:

- Recognising 2-D and 3-D shapes
- Counting sides on 2-D shapes
- Counting vertices on 2-D shapes
- Drawing 2-D shapes
- Lines of symmetry on shapes
- Using lines of symmetry to complete shapes
- Sorting 2-D shapes
- Counting faces on 3-D shapes
- Counting edges on 3-D shapes
- Counting vertices on 3-D shapes
- Sorting 3-D shapes
- Making patterns with 2-D and 3-D shapes

Block 4 Money:

- Counting money - pence
- Counting money - pounds (notes and coins)
- Counting money (pounds and pence)
- Choosing notes and coins
- Making the same amount
- Comparing amounts of money
- Calculating with money
- Making a pound
- Finding change
- Two-step problems

Science:

In Science we will be looking at materials with a focus on:

- Naming objects with the same use that are made from different materials.
- Naming materials that are used to make objects with different uses.
- Recognising that stretching, twisting, bending and squashing can cause some solid objects to change shape.
- Naming properties that make materials suitable for their use.
- Measuring using non-standard units.
- Recording results in a table.
- Using data to answer a simple question.
- Recording results in a block graph.

History:

Our history topic this term is called '**How did we learn to fly?**' and we will be looking at:

- Identifying important events surrounding the history of flight.
- Explaining how a significant event has changed the lives of others.

- Asking questions about people and events in the past.
- Finding out about the Wright brothers.
- Investigating why Bessie Coleman is significant.
- Investigating why we remember the Moon landing.
- Using primary sources to find out about people and events in the past.
- Correctly ordering five events on a timeline.

Art and Design:

Our Art topic this term is called 'Painting and mixed media' and we will be exploring colour and texture. During this block of lessons, we will be working on how to:

- Name the primary and secondary colours.
- Talk about the colour changes they notice and make predictions about what will happen when two colours mix.
- Describe the colours and textures they see.
- Try different tools to recreate a texture and decide which tool works best.
- Show they can identify different textures in a collaged artwork.
- Apply their knowledge of colour mixing to match colours effectively.
- Choose collage materials based on colour and texture.
- Talk about their ideas for an overall collage.
- Try different arrangements of materials, including overlapping shapes.
- Give likes and dislikes about their work and others'.
- Describe ideas for developing their collages.
- Choose materials and tools after trying them out.

Computing:

In Term 2 we will be looking at Robot Algorithms and how to:

- Describe a series of instructions as a sequence.
- Develop understanding of instructions in sequences.
- Follow a series of instructions given by someone else.
- Give clear instructions for someone else to follow.
- Use an algorithm to program a sequence on a floor robot
- Use logical reasoning to predict outcomes.
- Use given commands in different orders to investigate how the order affects the outcome.
- Learn about design in programming.
- Develop artwork and test it for use in a program.
- Design algorithms.
- Test those algorithms as programs and debug them.

Our Religious Education focus this term will be looking at:

Exploring the question: What can we learn from sacred books?

- Talking about some of the stories that are used in religion and why people still read them.
- Recognising some ways in which Christians and Jewish people treat their sacred books.

- Recognising that sacred texts contain stories which are special to many people and should be treated with respect.
- Re-telling stories from the Christian Bible and stories from another faith; suggest the meaning of these stories.
- Asking and suggesting answers to questions arising from stories Jesus told and from another religion.
- Talking about issues of good and bad, right and wrong arising from the stories.
- Suggesting their own ideas about stories from sacred texts and give reasons for their significance.
- Making links between the messages within sacred texts and the way people live.

In PE our focus will be on:

Cognitive skills in PE including understanding performance, explaining why someone is working or performing well, recognising similarities and differences in performance, explaining what they are doing well and beginning to identify areas for improvement.

PE skills we will be focussing on include fundamental movement skills of:

Dynamic balance: On a line

- To be able to move forwards
- To be able to move forwards lifting knees up
- To be able move forwards lifting knees up and driving arms
- To be able to move forwards lifting heel to bottom, knees up and heel to toe landing

Static balance: Stance

- To be able to balance on a line
- To be able to balance on a low beam
- To be able to remain balanced whilst receiving a force

In PSHE we will be focussing on Being Safe by:

- Identifying different ways to keep healthy.
- Demonstrating simple hygiene routines that can stop germs from spreading.
- Understanding how medicines can help people to stay healthy.
- Understanding that household products (including medicines) can be harmful if not used correctly.
- Talking about the people whose job it is to help keep us safe.
- Understanding that things that people put into their body or on their skin can affect how people feel.

In Music we will be:

In Music this term we will be focusing on playing together in a band and Rock music. Using the Charanga scheme of music we will look at the **I Wanna Play in a Band** song as well as listening to and appraising the following songs:

- We Will Rock You by Queen
- Smoke On the Water by Deep Purple
- Rockin' All Over the World by Status Quo

- Johnny B. Goode by Chuck Berry
- I Saw Her Standing There by The Beatles

Children will bring home a homework book each Friday which will contain either an English, Maths or Topic piece of written work. Children will need to return the completed homework the following Wednesday.

This curriculum plan, together with the next pages for the children's Year 2 Sticky Knowledge book that we started at the beginning of the year, can be found on the school website in the Parents/Children drawer- Year group information-Year 2 tab. It would be very helpful for your child if this growing book could be available to them throughout the year to look at at home. This will enable them to recap and consolidate their learning at school during the year and to ensure they do not forget prior learning from previous terms.

If you have any questions or queries about the curriculum or anything relating to school, please come and have a chat with your class teacher, and we will do our best to help.

We will continue to keep you updated during the term on all the classroom activities through ClassDojo.

Kind regards

Mrs Galley
Mrs Godfrey
Mrs Witten
Miss Slack

The following email addresses can be used to contact the Year 2 team:

cgalley@clowne-inf.derbyshire.sch.uk

ewitten@clowne-inf.derbyshire.sch.uk

egodfrey@clowne-inf.derbyshire.sch.uk

hslack@clowne-inf.derbyshire.sch.uk