



## Religious Education - Year 2 TOPIC GIVING – Books, Thanksgiving, Opportunities.

**Books:** Children will recognise that on Sunday in church, we meet people who do special jobs as we gather to celebrate the Good News of Jesus. They will know and understand that there are different books used at home, in school and in Church on Sunday by the parish family.

**Thanksgiving:** Children will learn that there are many ways to say thank you. They will understand that the Eucharist is a sacrifice of thanksgiving to the Father, it is a blessing by which the parish express their gratitude to God for Jesus.

**Opportunities:** Children will understand that each day offers opportunities for good. They will know that Lent is an opportunity to turn towards what is good. They will use Mark's Gospel to develop an understanding of Holy Week beginning with Palm Sunday and will reflect on the self-giving sacrifice of Jesus, remembered and celebrated in the Easter Triduum (Holy Thursday, Good Friday and Easter Vigil). Children will look at and reflect on the Stations of the Cross. They will begin to understand that they are a narrative for our world today.

### English

**Spoken Language:** Children will be encouraged to develop speaking and listening skills through discussion of their favourite words and phrases. They will participate in discussion about books, poems and other works. Children will apply their understanding of turn taking and listening to what others say. They will consider what others say and formulate their answer with consideration for others. They will continue to build up a repertoire of poems learnt by heart, reciting some, with appropriate intonation to make the meaning clear. They will consider important key points in texts or discussion and take appropriate notes.



**Reading:** When reading, children will consider the impact punctuation has on a text and how the meaning changes or is lost when it is misused or omitted. They will continue to read individually, in groups and as a whole class building on decoding and comprehension skills. They will develop pleasure in reading, building on vocabulary and understanding by discussing and clarifying the meanings of words. Children will need to be able to read age appropriate texts and be able to answer questions both orally and in written form.

**Writing:** Children will continue to develop their creative writing skills using a range of stimulus including sound and image. They will be able to identify the success criteria for each form of text including recount, story, poetry, diary and report writing. The children will further develop their understanding of word order and how this impacts on their reader, they will use a combination of noun, adjective, verb and adverb to create imagery. They must now consistently use capital letters, full stops, question marks and commas. Children will continue to learn spelling strategies and will be expected to apply this to their independent writing. They will continue to develop a legible style of handwriting. A pen licence will be awarded to those who can join fluently, with letters correctly orientated and who are using accurate spaces.



**Vocabulary Development:** Children will continue to broaden their vocabulary through all areas of the curriculum. They will continue to enjoy activities where they will meet concepts such as synonyms, similes and conjunctions. Children will be encouraged to question new vocabulary that they meet.

#### Activities to support learning:

- Hear your child read each day – discuss the meaning of new vocabulary, make predictions and answering inference questions.
- When writing encourage your child to think about their punctuation.

### Maths

**Number:** Children will continue to build on their understanding of place value and apply this to problem solving including weights, time and measures and money. They will recognise and use symbols for pounds (£) and pence (p) and be able to: combine amounts to make a particular value, find different combinations of coins that equal the same amounts of money. Compare and order numbers, lengths, mass, volume/capacity and record the results using >, < and =. Children will begin to check their work, recognising and using the inverse relationship between addition and subtraction. They will work on 2,5,10 and 3 times tables and will develop their confidence in doubling and halving.



**Reasoning:** Children will demonstrate their thinking and reasoning skills when faced with mathematical challenges that they can work on and then see if they can convince someone that their solutions are right! They will continue to use mathematical vocabulary across areas of the curriculum.

**Shape:** They will be able to identify and describe the properties of 3D shapes including the number of edges, vertices and faces. When using 2D shape they will be able to identify the number of sides, corners and any lines of symmetry. Children will be able to compare and sort shapes according to their properties and be able to place them on a table or Venn diagram. Fraction: Children will recognise  $\frac{1}{2}$ ,  $\frac{1}{4}$  and  $\frac{1}{3}$  of a shape or number and understand that a fraction relates to equal parts of a whole. They will understand some equivalent fractions e.g.  $\frac{1}{2}$  is the same as  $\frac{2}{4}$ . Children will continue to extend their ability to manipulate number, applying their understanding of place value to fractions.

Order the measurements from smallest to biggest.

71 cm

67 cm

76 cm

89 cm

#### Activities to support learning:

- Help your child to tell the time using O'clock, half past, quarter to and quarter past the hour.
- Opportunities to weigh and measure including comparison of same/ difference.
- Look at food packaging, discuss units of measure including KG, g, M, cm, L, ml. Use appropriate language, e.g. capacity, weight, length, heavier, lighter, longer, shorter, equal to, more than, less than.

