



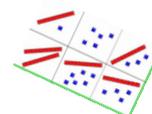
Religious Education – Beginnings, Signs and Symbols and Preparation

Children in year two are learning that not all beginnings are easy. They will share their experiences of new opportunities. They will read the Story of The Creation and will be able to retell the story, considering how they are made in God's image. They will look at Psalms and know that they are songs to God. They will understand the 'Signs and Symbols' used when celebrating Baptisms, including oils, water and the Sign of the Cross. Year 2 will develop their understanding of Advent as a season of preparation for the birth of Christ and link this with the preparation that Mary and Joseph made to travel to Bethlehem. They will link this with preparations for Christmas today and know that we count down to celebrating the birth of Christ.

Mathematics

This term in mathematics the children will be learning to:

- ✓ read and write numbers to at least 100 in **numerals** and in **words**.
- ✓ be able to represent numbers to 100 using a range of concrete materials.
- ✓ compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs.
- ✓ recognise the place value of each digit in a two-digit number (tens, ones)
- ✓ be able to state how a number is made up. E.G, they can express 42 as 4 tens and 2 ones or as 42 ones.
- ✓ know that a number can be partitioned in a variety of ways, not just as tens and ones. For example, 58 is made up of 5 tens and 8 ones or 4 tens and 18 ones, or 20 and 38, etc.
- ✓ use place value and number facts to solve problems, including those involving addition and subtraction in contexts of numbers, measures or pounds and pence.
- ✓ will learn/ consolidate number bonds to 20 using this to check their calculations. E.g If $1+2=3$ then 1 ten and 2 tens are 3 tens ($10+20=30$)
- ✓ count in steps of 2 and 5 from 0, and in 10's from any number, forward and backward.
- ✓ order and write the days of the week and the months in a year. (spelt correctly)
- ✓ children will be expected to complete their weekly MYMATHS homework and will use RM Maths in school.



English

- ✓ children in Year 2 will continue to build on the number of words that they can be read on sight and will be able to defragment longer more complex vocabulary. They should develop and use appropriate intonation. When reading, children will be encouraged to question new words and concepts. **Please read 3-4 pages daily with your child** – discuss the content and make predictions of what may happen next.
- ✓ Children will begin to work on developing their comprehension skills and will be able to write answers relating to the text they have read. Children will continue to have phonics lesson and will be taught additional spelling strategies including patterns/clusters/syllables and high frequency words. Spelling homework will follow the spelling rule focus in class.
- ✓ They will begin to understand how words are grouped and start to use the correct terms, identifying noun, adjective, verb and adverb. They will apply this knowledge to developing their writing skills.
- ✓ They will be working on sentence formation: capital letters, full stops and question marks where appropriate.
- ✓ Children will be encouraged to extend and use adventurous and subject specific vocabulary in their independent writing.
- ✓ Children will complete extended writing tasks in a quiet setting, putting the skills they have learned into practice. (BIG WRITE). They will continue to develop their writing skills in a range of genre including poetry and traditional stories from a variety of cultures and Science reports.
- ✓ Children will be encouraged to produce their best work at all times and will continue to work on joins in their handwriting. They should ensure that there is enough space between words. They will have some opportunities to use ICT to present their work.



SCIENCE

Living things and their habitats: Children will explore and compare the differences between things that are living, dead, and things that have never been alive. They will identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. They will be able to describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

To help at home: Build an online habitat using

<https://switchzoo.com/games/habitatgame.htm> can you reach 100% based on what you know about the animal you choose ?

HISTORY:

Fire of London: Children will be able to locate the fire of London on a time line and recognise that it took place a long time ago. They will be able to describe the hairstyles and clothing and recognise that they lived 'a very long time ago.' They will be able to compare and identify differences between ways of life then and now and be able to reflect on the negative and positive outcomes of the historical event.

To help at home: Check through your shopping- where did the food originate? Can you find the country on a globe or world map?

GEOGRAPHY:

Where we come from – mapping the world. They will investigate migration and its impact on the UK Children will be able to use basic geographical language to refer to key physical and human features related to the movement of people and migration. They will be able to identify the main countries of the world where people in our locality have come from and will be able to identify some reasons why people have come to live in our area. They will also be able to list reasons why people might leave the UK and go and live in other countries

To help at home: Oral testimony -talk to an elder. What do they remember about their childhood home?

PE:

Games - Children will continue to work with Mr Walker developing their physical skills of throwing, catching and running. They will work in pairs and teams and develop control of their body including twisting and turning. Mr Walker will reward, good listening, team work and improved skills, with player of the week trophy. Children will begin to understand and talk about the impact exercise has on their body.

To help at home: talk about exercise – challenge each other to meet personal targets

MUSIC :

Children will listen with concentration and understanding to a range of high-quality live and recorded music composition. They will learn how Prokofiev used music to illustrate stories whilst the narrator tells a children's story, called 'Peter and the Wolf.'

To help at home: Listen to and talk about a piece of classical music. Try comparing two types of music. Encourage your child to sing.

COMPUTING:

ESAFETY – Children will know how to use technology safely and keep personal information private.

Digital Literacy : Children will recognise common uses of information technology beyond school.

To help at home—Talk about IT in the home and beyond. Questions to support: Why do the traffic lights change? How does our washing machine work?

ART :

Children will explore colour mixing skills and will be able to discuss tone and shade. They will explore and use a range of medium including pastels and paint. They will look at the work of artists and discover how they were stimulated, and impacted upon by things that happened and surrounded them in their life.

**DT:**

Children will look at the work of Clarice Cliff and create a design that will be appealing based on design criteria. They will use ceramic paints to create their product. They will evaluate and assess an existing product and those that they make using they design criteria.

To help at home: Discuss shades of colour—helping to develop vocabulary that children can apply to writing.

PSHE

Children will talk about changes and how they impact on their feelings. They will begin to think about how the body shows feelings (e.g. butterflies in the stomach). Children will learn about good and not so good feelings. They will add to their vocabulary to describe their feelings to others and simple strategies for managing feelings. Children will begin to recognise that their behaviour can affect other people. They will know what is fair and unfair, kind and unkind, what is right and wrong and join in class discussions. To recognise when people are being unkind to either them or others, how to respond, who to tell and what to say. They will learn about ways to listen to other people and play and work cooperatively. This will include strategies to resolve simple arguments through negotiation.