



'Living and Learning through Christ'

Year 2 Curriculum Overview

Term 3 2022

<p>English</p> <p><u>"The Story Tree"</u> Write recounts, stories and narratives using storytelling language. Keep a reading journal.</p> <p><u>"Lila and the Secret of the Rain"</u> Explore setting, plot, characters and broaden vocabulary. Retell narratives and write reports.</p> <p><u>Handwriting Practise</u> Revise and perfect letter formation; joining letters when ready.</p> <p><u>Phonics</u> Monster Phonics term 3 Re-cap and apply previously learnt sounds and spelling of Y2 high frequency words</p> <p><u>Reading comprehension</u></p>	<p>Mathematics</p> <p><u>Multiplication and Division</u> Beginning to use groupings, arrays, pictures and symbols to multiply and divide. Learn the 2, 5 and 10 times table.</p> <p><u>Money</u> Count, compare and solve problems involving money understanding 'pounds', 'pence' and notes.</p> <p><u>Statistics</u> Tally charts and pictograms.</p>	<p>R.E.</p> <p><u>Christmas</u> Deepening understanding of the Annunciation and the events of the Christmas story including the journeys associated with the Birth of Jesus. This work will help set the context socially, religiously and geographically for the Birth of Jesus.</p> <p><u>Revelation</u> To learn about the miracles in the Gospels. To recognise words such as miracle, centurion, blind man, servant, leper. To ask questions and respond to questions about what they wonder at about the Miracles.</p>
<p>Science</p> <p><u>Living in Habitats</u> Identifying and learning about suitable habitats for animals, unfamiliar habitats, seaside habitats, micro-habitats and food chains within habitats.</p>	<p>Art and DT</p> <p><u>African Art</u> <u>Masks</u> Explore colour, patterns, shapes and objects including jewellery. Use a variety of materials including clay and collage.</p>	<p>Topic- Geography</p> <p><u>Let's go on Safari</u> Geography of Kenya; using world maps, compass points with maps, the climate and weather, animals, landscapes, people and culture, and similarities and differences between Kenya and the UK.</p>
<p>ICT</p> <p><u>Programming A</u> Giving instructions, sequencing, designing algorithms for a robot.</p>	<p>Music</p> <p><u>Taking off</u> Develop ability to discriminate between higher and lower sounds and to create simple melodic patterns.</p>	<p>PSHME</p> <p><u>Dreams and Goals</u> Achieving realistic goals. Developing perseverance. Learning strengths. Learning with others. Group co-operations contributing to and sharing success.</p>

How can you help at home?



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- *Story time: you or other family members read a story to your child; this includes children in all Key Stage 2 year groups.*
- *Ensure your child is reading with or to an adult regularly. This is important even if your child is a fluent reader as it supports pronunciation and understanding. It also provides the opportunity to support discussion, prediction and hypothesis.*
- *Offer support with home learning (Times Tables, Spellings, Maths). Sites such as Khan Academy are very useful to help parents and their child with explanations and how to work through Maths problems.*
BBC Bitesize has lots of support for parents to help children of all age groups.

Reminders:

- *PE kits to be worn to school on timetabled PE days. PE kits consist of plain black/navy shorts with a plain white t-shirt/polo top and trainers. When the weather turns colder, children are invited to wear an appropriate tracksuit to school on the days they have PE (please refer to the overview table).*
- *Home reading books and reading diaries to be brought into school every day.*

*Many thanks for your continued support,
Miss Tilley*