



Year 2

Curriculum Information

Autumn Term 2022-23

Staff:

Miss Caroline Malone- KS1 Phase Leader & 2M

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Mrs Eaden- RE Subject Lead & 2E

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Support:

Miss Palmer 2E

Mr McKenzie 2E

Mrs Burton 2M

Ms Rozanska 2M

"Love proves itself by deeds, so how am I to show my love?" St Therese of Lisieux

PE

PE lessons for Year 2 are on **Wednesdays and**

Thursdays (come to school in PE kit.

Please ensure your child's kit is clearly named. In

Year 2, we recommend that children take their kits home at the end of each half term for washing.

Upcoming Events & Trips

Autumn Term

Aviation Topic Launch (dress up)

14th September

Brooklands Museum trip

13th October

Into Film Festival Cinema trip (FREE)

17th October

Little Way Week

26th - 30th September

Black History Month

October

Y2 Christmas Around the World Festival

6th December 2022 @2pm

Home Learning

Children will receive homework on **Thursdays**. This will consist of spellings, reading comprehension and maths. This will be due in the following **Tuesday**.

Spelling homework is to be recorded in Reading Record book and reading comprehension and maths homework in blue homework folders.

Children may be set half-termly projects relating to topic work.

Reading records should be brought into school daily. Children are expected to read each

evening, discussing the book with an adult. Please signature daily to indicate that your child has read and try to record at least one comment each week.

Key Skills

Children should be practicing their spellings and phonic sounds regularly.

Children should also practice writing in a cursive script.

P

Parent Consultations, Assessments and Reports

Parent consultation evening- **18th October 2022**
1.30pm-7pm (10-minute slots will be available)

Assessment week begins **14th November** to assess your child's progress.

Please encourage your child to practice reading and writing numbers 1-100.

Reading, reading, READING!!! Both non-fiction, poetry and fiction books.



Our Curriculum

At St Teresa's we have adopted a **thematic and creative approach** to our curriculum which helps children to see how subjects are both 'independent' and 'interdependent' enabling them to see 'the big picture' of their learning, make connections through and across different subjects, and talk about a theme from multiple perspectives. The particular 'theme' chosen- **Enquire (Science), Explore (Geography), and Discover (History)**, is always relevant to the children and is designed to be exciting and engaging for that particular cohort. Whilst these subjects (Science, History, Geography) are at times the main drivers, the themes are cross-curricular and other subjects are taught as part of the termly theme.

Much of this will be based on good quality texts. We will be placing much emphasis on good quality writing and the

children will be writing regularly in a range of genres. Details of the units for this term can be found below.

Learning Journey

Friends and Foe: During this topic we will be exploring different versions of the story 'The Three Little Pigs'. Children will compare the characters and retell the narrative through role play and writing a story. They will also write an information report about wolves.

Flight: During this history-based topic, the children will study the history of aviation and explore the lives of famous pilots. They will explore engineering of flight in their topic launch day through science and DT skills. In English, they will look at Flying Free – How Bessie Coleman's dreams took flight.

Incredible Ice: During this geography-based topic, the children will look at the Arctic, study human and physical features of this environment and compare it to England. In English, they will look at non-fiction/information texts such as 'The Emperor's Egg' by Martin Jenkins. They will write about real events, create stories and explore poetry.



RE

We follow the scheme *Come and See* to deepen children's understanding of faith, please see details of units below:

Beginnings: We will be exploring how God is at every beginning as well as the creation story of Adam and Eve.

Signs & Symbols: We will be discussing how Baptism enables people to belong to God's family in a very special way and look at the different signs and symbols associated with Baptism.

World faith Judaism: We will be looking at prayer and the home.

Preparation- Advent, a time to look forward to Christmas: We will

learn how Advent is a time of waiting in joyful hope for Jesus. We will

explore the ways of using this time to prepare for Jesus' coming at Christmas

Reading

In Year 2 children should:

- Read accurately by blending the sounds in words that contain the graphemes taught so far especially recognising alternative sounds for graphemes
- Read accurately words of two or more syllables that contain the same graphemes as above Reads



most words at an instructional level 93-95 per cent quickly and accurately without overt sounding and blending, when they have been frequently encountered

- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Re-reads these books to build up their fluency and confidence in word reading
- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
 1. listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently;
 2. discussing the sequence of events in books and how items of information are related; 3. becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales;
 4. retelling a range of stories, fairy stories and traditional tales; and
 5. being introduced to non-fiction books that are structured in different ways.
- Understand both the books they can already read accurately and fluently and those that they listen to by:
 1. checking that the text makes sense to them as they read and correcting inaccurate reading;
 2. answering questions; and
 3. predicting what might happen on the basis of what has been read so far. Participates in discussions about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to what others say.

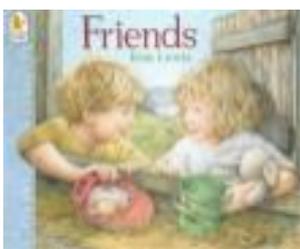
By the end of Y2, a child should be able to:

- **read books written at an age-appropriate interest level accurately and at a speed that is sufficient for a child to focus on understanding what is read rather than on decoding individual words.**

We are keen to expose children to as many good quality texts as possible. Please read with your child for 10 minutes each evening, question their understanding and record this in the reading record books provided.

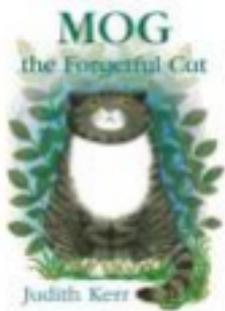
Here is a suggested reading list for children (aged 6-7 yrs) in Year 2 of Primary School more can be found on our school website. The class teachers will recommend other books to the children throughout the year.

Year 2 Book List



Friends Kim Lewis

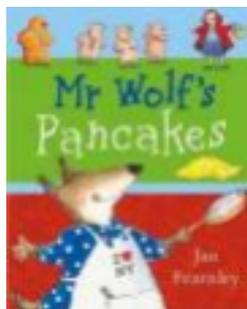
Sam and Alice are the best of friends. One day, while playing on the farm they find an egg and decide to take it back to the farmhouse. The egg breaks and the children fall out. Then they find another and this time they take the egg all the way home to Sam's mum, friends once more.



Mog The Forgetful Cat Judith Kerr

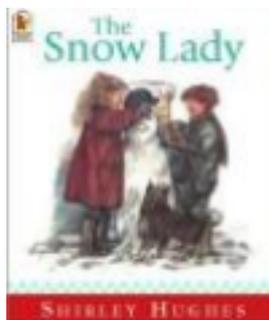
'Bother that cat!'

Mog always seems to be in trouble. She forgets that she has a cat flap and she forgets that she has already eaten her supper. But, one night, Mog's forgetfulness comes in very handy...



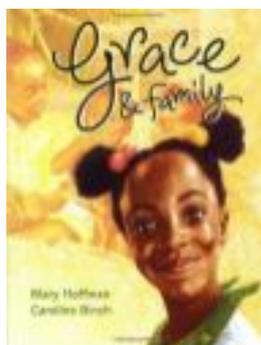
Mr Wolf's Pancakes Jan Fearnley

Join Mr Wolf in the kitchen as he gets into trouble while making pancakes! Mr Wolf fancies some tasty pancakes but he doesn't know how to make them. Asking his neighbours is no use – they're a mean and horrible lot who refuse to help. Poor Mr Wolf. He has to work it out, all by himself. So, what happens when those nasty neighbours want to help Mr Wolf eat his delicious pancakes . . . ?



The Snow Lady Shirley Hughes

Sam loves playing in Trotter Street with her dog Mick and her friend Barney, despite Mrs Dean's complaining. "Mrs Mean", Barney calls her - and that's what he writes by the snow lady that they build in front of her house on Christmas Eve. But what if Mrs Dean isn't as cold-hearted as she seems?



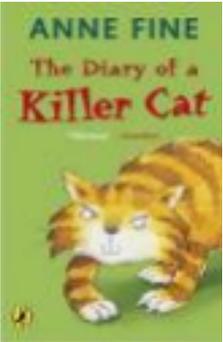
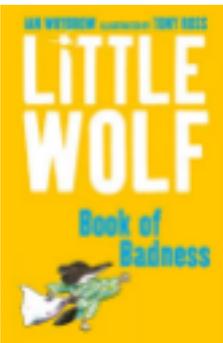
Grace and Family Mary Hoffman and Caroline Binch

To Grace, family has always meant her Ma, her Nana and her cat, Paw-Paw, so when Papa invites her to visit him in the Gambia, she dreams of finding the kind of family that is idealised in stories. But, as Grace soon finds out, families are what you make them.



The Adventures of Captain Underpants Dav Pilkey

When naughty George and Harold hypnotise their headteacher, they accidentally create the greatest superhero in the history of their school - - Captain Underpants! His true identity is so secret that even HE doesn't know who he is... but he's fighting for truth, justice, and all things pre-shrunk and cottony!!

	<p>The Diary of a Killer Cat Anne Fine</p> <p>Poor Ellie is horrified when Tuffy drags a dead bird into the house. Then a mouse. But Tuffy can't understand what all the fuss is about. Who on earth will be the next victim to arrive through the cat-flap? Can soft-hearted Ellie manage to get her beloved pet to change his wild, wild ways before he ends up in even deeper trouble?</p>
	<p>Little Wolf's Book of Badness Ian Whybrow</p> <p>All Little Wolf wants to do is stay at home with Mum and Dad and Baby brother Smellybreff. Instead he's packed off to Cunning College to learn the 9 Rules of Badness and earn his Gold BAD Badge from his wicked Uncle Bigbad. He sets off on his journey, sending letters home as he adventures in the big wide world.</p>
	<p>The Magic Finger Roald Dahl</p> <p>Every Saturday morning the Greg family goes off to shoot animals and birds. But the girl who lives next door hates hunting. Now it's made her so angry she's PUT THE MAGIC FINGER ON THEM ALL. And very strange things have begun to happen . . .</p>

Writing

In Year 2 children should:

- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- Develop positive attitudes towards, and stamina for, writing, by writing for different purposes • Considers what is going to be written before beginning by encapsulating what they want to say, sentence by sentence
- Makes simple additions, revisions and corrections to writing by:
 1. proof-reading to check for errors in spelling, grammar and punctuation;
 2. segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly; and
 3. learning new ways of spelling phonemes for which one or more spellings are already known; and learn some words with each spelling, including a few common homophones. • Use the suffixes –er, –est in adjectives and –ly to turn adjectives into adverbs • Construct subordination (using when, if, that, because) and co-ordination (using or, and, but) • Use the correct choice and consistent use of present tense and past tense throughout a written piece Uses capital letters, full stops, question marks and exclamation marks to demarcate sentences Use commas to separate items in a list

By the end of Y2 a child's motor skills should be sufficiently advanced for them to write down ideas they may be able to compose orally. Letters should be orientated correctly. They spell words in a phonically plausible way, even if sometimes incorrectly; they use age-appropriate vocabulary, grammar and punctuation concepts correctly.

Grammar and Spelling

There is an increased focus on grammar, punctuation and spelling in the year two curriculum. Over the term, we will be looking at a range of spelling patterns. Please spend time with your children, exploring these spelling patterns. We will also have a particular focus on learning key words and grammatical terms. You can support your child's writing by focusing on full stops, capital letters and finger spaces.

Mathematics

At St Teresa's we follow the White Rose scheme of work which is a mastery approach to the teaching and learning of mathematics using concrete, pictorial and abstract methods. Mastery is not just being able to memorise key facts and procedures and answer test questions accurately and quickly. It involves knowing 'why' as well as knowing 'that' and knowing 'how'. It means being able to use one's knowledge appropriately, flexibly and creatively and to apply it in new and unfamiliar situations. Please see expectations for Year 2 overleaf.

The National Curriculum for mathematics aims to ensure that all pupils:

- **become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.**
- **reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.**
- **can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.**

End of Year 2 Maths expectation

Yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value			Number Addition and subtraction					Geometry Shape			
Spring	Measurement Money	Number Multiplication and division					Measurement Length and height		Measurement Mass, capacity and temperature			
Summer	Number Fractions			Measurement Time		Statistics		Geometry Position and direction		Consolidation		

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In year 2 children should:

- read scales* in divisions of ones, twos, fives and tens

- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$)
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$)
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify $1/4$, $1/3$, $1/2$, $2/4$, $3/4$, of a number or shape, and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

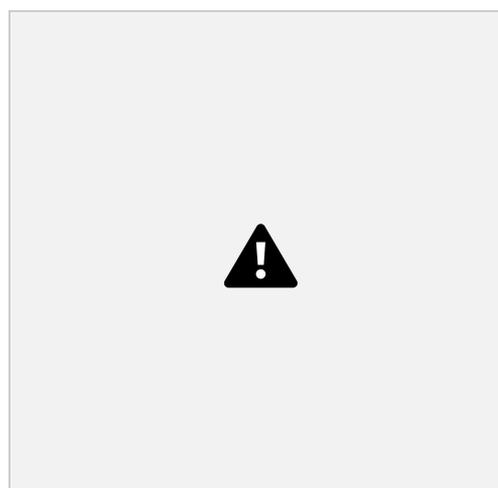
Encourage children to practice counting using a range of resources.



Science

As part of working scientifically, the children will be using different types of scientific enquiry to gather and record data using simple equipment to answer questions. They will be; observing and noticing similarities, difference and patterns, grouping and classifying things, carrying out simple comparative tests and using scientific language to communicate their ideas.

Use of everyday materials- They will explore and compare the differences between a range of different everyday materials (wood, plastic, glass, water, metal and rock) and they will consider the origin of materials. Children will learn about their properties and develop the skills to be able to group and sort them.



The St Teresa's Growth Mindset

The St Teresa's Growth Mindset is a way of looking at learning - to encourage children to become more independent learners. At St Teresa's, we will be working with children to strengthen certain ways of working in order to help promote resilience and capacity to succeed both in school and beyond using the simple NED approach.

Never Give Up
Encourage Others
Do your Best

Children's understanding of our school core values of LOVE, TRUST, TEAMWORK and AMBITION will ensure that they

exhibit ***L.O.V.E @ St. Teresa's*** meaning "Living Our Values everyday".

Children will be rewarded for demonstrating this throughout the year through certificates, core value stickers and postcards home. Do look out for these!

What Can You Do At Home?

- Allow Thinking time – Ask your child to think about what a response could be to a question before they actually answer it
- Encourage your child to try again – tell them not to give up at the first hurdle; if the question is difficult, take time and then try it again.
- Encourage your child to have a go - it doesn't matter if they get an answer wrong, what does matter is the effort they put into that answer

Online Safety

At home, children may have access to the web from many different devices, not just PC's and laptops. They often have tablets (e.g. iPads), mobile phones, X Boxes, PlayStation, Nintendo DS, e-Readers and other Wi-Fi-enabled devices.
Internet Safety

<https://www.thinkuknow.co.uk/>

It's important to be aware of this and the best way to ensure their safety is to ensure that your child is supervised whilst having such access. With many of these devices they are able to access inappropriate sites & games, and may also be able to communicate with strangers online. Some devices do have the ability to impose parental controls. At the start of every

Useful Websites For

Parents: Keeping Children Safe Online

<https://www.internetmatters.org/>

<https://www.thinkuknow.co.uk/>

<https://www.commonsemmedia.org/parent-concerns>

For Pupils:

academic year each child receives Digital safe online at an age appropriate level.
Citizenship lessons that teach them how to be

Who Can You Talk To?

You should speak to your child's class teacher in the first instance if you have any worries or concerns about any aspect of your child's education here at St.Teresa's. You are more than welcome to make an appointment to see the class teacher, KS1 phase leader (Miss Malone) through the office or email for a more formal correspondence.

You can also talk to Mrs Aransiola (Associate Head Teacher for Curriculum & Assessment)

vanessa.aransiola@st-teresas.merton.sch.uk

or Miss Gregory (SENCO)

harley.gregory@st-teresas.merton.sch.uk

