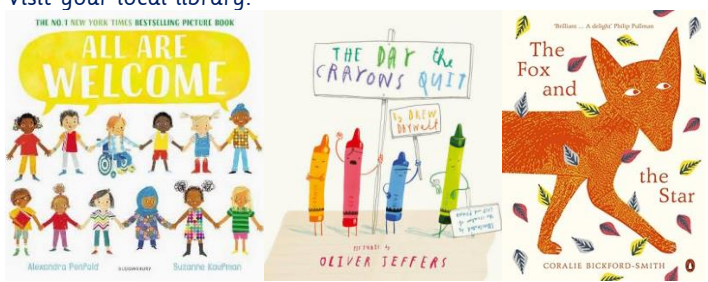
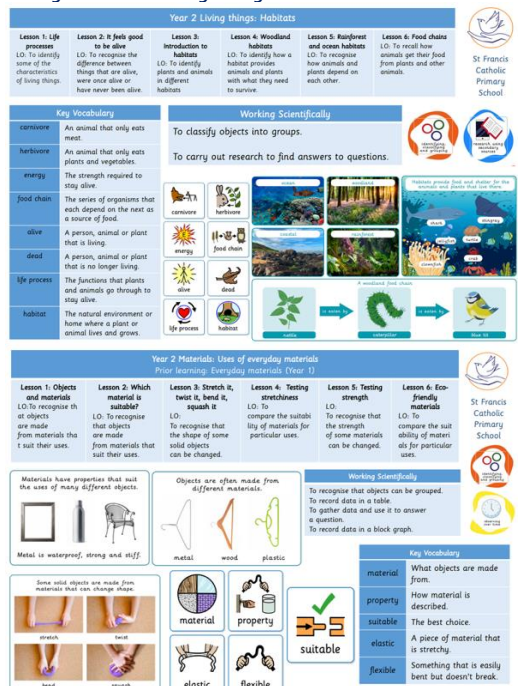


Year 2 Curriculum Letter Autumn Term



Please find below an overview of the term, along with some ideas to help you support your child's learning at home. Please contact your child's class teacher if you would like any further information.

Subject	Curriculum	How you can support learning at home
Religious Education	Branch 1: Creation and Covenant Branch 2: Prophecy and Promise	Talk to your child about their baptism, share photographs with them.
Reading	Autumn 1: All are Welcome by Alexandra Penfold The Day the Crayons Quit by Drew Daywalt. Autumn 2: The Fox and the Star by Coralie Bickford-Smith	Please read your child's school reading book at home with them. Share a range of different reading books with your child. Visit your local library. 
Writing	Using our Reading books as a stimulus, we will be writing a variety of pieces including a narrative, recount and letter.	Support your child with their handwriting and weekly spellings. Encourage your child to write their own stories for fun at home.
Maths	Unit 1: Place Value Unit 2: Addition and subtraction Unit 3: Shape	Discuss key vocabulary at home. Overviews from the topic are on the school website. Learn number bonds to 20, doubles and halves of numbers to 20. Learn the 2, 5 and 10 times tables.
Science	Autumn 1: Living Things: Habitats Autumn 2: Materials: Uses of everyday materials	Look at our knowledge organisers on the website to explore vocabulary for our topic this term. Explore nature and look for different animals' habitats. Explore materials around the home, discuss what things are made from and ask your child why they think that material has been chosen. 

History

Autumn 1: How was school different in the past?

Talk to your child about what school was like when you were at school. What are the similarities and differences? Compare with Grandparents experiences too.

Year 2 History: How was school different in the past?
Prior learning: How have toys changed? (Year 1)

Lesson 1: Were schools different in the past?
LO: To find out how schools have changed over time.

Lesson 2: How have schools changed within living memory?
LO: To investigate what school was like in the past.

Lesson 3: How were schools different in the 1900s?
LO: To investigate what schools were like in the 1900s.

Lesson 4: How have schools changed?
LO: To compare a modern classroom with a classroom 100 years ago.

Lesson 5: What is similar and different about schools now and in the past?
LO: To compare three periods of time.

Lesson 6: Would you prefer to have gone to school now or in the past?
LO: To express a personal response to history.

Key Vocabulary

- past**: Events that have already happened.
- present**: Events that are happening now.
- decade**: A period of ten years.
- evidence**: The information that historians extract from sources.
- timeline**: A representation of a period of time with important events marked.
- source**: An item that provides information about the studied historical topic.
- modern**: Relating to the present time.
- date**: A specific day, month or year on which something happens.
- living memory**: The period of time remembered by people who are alive (roughly the past 100 years).

Timeline of schools in the past

1900s 1960s 1980s Now

Living memory?

100 years ago

What has changed?

1900s Now

What has stayed the same?

1900s Now

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Geography

Autumn 2: Would you prefer to live in a hot or cold place?

Look at a world map together, show countries you have visited together. Point out the 7 continents of the world. Can your child find them? Google earth is a great website to share.

Geography Year 2: Would you prefer to live in a hot or cold place?
Prior learning: What is it like to live in Shanghai? (Year 1)

Lesson 1: What are the continents?
LO: To name and locate the seven continents.

Lesson 2: Where are the coldest places on Earth?
LO: To locate North and South Poles.

Lesson 3: Where is the equator?
LO: To locate the Equator on a world map.

Lesson 4: What is it like in a hot place?
LO: To compare the UK and Kenya.

Lesson 5: Do we live in a hot or cold place?
LO: To investigate local weather conditions.

Lesson 6: Would you prefer to live in a hot or cold place?
LO: To identify key features of hot and cold places.

World map

North Pole South Pole

UK

Kenya

Key Vocabulary

- climate**: Long term weather conditions in a specific region.
- ice sheet**: A layer of ice covering an area of land for a long period of time.
- arid**: Little or no rain.
- savannah**: Grassland with small or dispersed trees.
- pack ice**: A mass of ice floating in the sea.
- equator**: An imaginary line around the middle of the Earth, halfway between the North and South Poles.
- desert**: Arid area of land.
- tropical**: A region that is warm.
- temperate**: A region with mild temperatures.

climate ice sheet arid savannah pack ice equator desert tropical temperate

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Art

Autumn 1: Drawing: Understanding tone and texture

Can your children explore drawing with different textures and tone?

Art Year 2: Drawing: Understanding tone and texture
Prior learning: Drawing: Exploring line and shape (Year 1)

Lesson 1: Exploring drawing materials
LO: To explore drawing techniques using a range of materials.

Lesson 2: Understanding and creating texture
LO: To explore and describe texture through touch and rubbing.

Lesson 3: Exploring tone and shading
LO: To develop tonal shading skills using control and pressure.

Lesson 4: Sketching and refining a drawing
LO: To develop an initial sketch for an observational drawing.

Lesson 5: Creating an observational drawing
LO: To use tone and texture to create an observational drawing.

Key Vocabulary

- grip**: How you hold your pencil.
- mark making**: Making different marks, lines, and patterns. The tools and items used to create art.
- refine**: Making your artwork better by improving it.
- shading**: Adding light and dark areas to a drawing.
- sketch**: A quick drawing to plan an idea.
- texture**: The way something feels or appears to feel.
- tone**: How light or dark a colour or area is.

grip **mark making** **refine** **shading** **sketch** **texture** **tone** **materials**

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Design and Technology

Autumn 2: Mechanisms: Making a moving monster

Discuss with your children what a mechanism is and make links to these in everyday life such as door handles, bike gears, scissors and umbrellas.

DT Year 2 Mechanisms: Making a moving monster

Lesson 1: Pivots, levers and linkages
LO: To look at objects and understand how they move.

Lesson 2: Making linkages
LO: To look at objects and understand how they move.

Lesson 3: Designing my monster
LO: To explore different design options.

Lesson 4: Making my monster
LO: To make a moving monster.

Key Vocabulary

- design criteria**: A set of rules to help designers focus their ideas and test the success of them.
- evaluation**: When you look at the good and bad points about something, then think about how you can improve it.
- input**: The energy that is used to start something working.
- linkage**: Lengths of material that are joined together by pivots, so that links can move as part of a mechanism.
- mechanism**: A collection of parts that work together to create a movement.
- output**: Output is the motion that happens as a result of starting the input.
- pivot**: The central point, pin or shaft on which a mechanism turns or swings.

design criteria **evaluation** **linkage** **input** **mechanism** **output** **pivot**

Moving monster

What materials could you use to represent your monster and ideas?

The four types of motion

Translating motion: moving in a straight line. Rotational motion: turning around a fixed point. Oscillating motion: moving back and forth. Reciprocating motion: moving up and down.

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Music

Autumn 1: Folksongs
Autumn 2: Jupiter Nativity

When listening to songs, speak about the pitch of the music. Listen to advent songs together.

Computing

Autumn 1: IT Around us

Talk to your child about being safe online.

	Autumn 2: Digital Photography	Scratch junior is a great game children can play to create their own algorithms.
Physical Education	Net and Wall Games, Dance, Invasion Games and Parkour	Take a ball to the park and play throwing and catching games.
PSHE	School values Attendance British Values: Rule of Law and Democracy Created and loved by God (TenTen curriculum)	Discuss with your child how they are feeling and encouraging them to use different activities to help to regulate themselves. Family Talk Time: Discuss what fairness, equality, and respect mean. Use stories or videos to spark conversation.

Homework Information

If your child is still on the RWI phonics scheme a book will be sent home both on Monday and Friday.

Monday: Book bag books

Friday: In class book

If your child has finished the RWI phonics scheme they will be provided with a banded books appropriate to their reading ability.

Each book should be read aloud 3 times with an adult.

Please use Times Table Rock Stars/Numbots and Oxford Owl for additional reading resources.

RWI QR codes will also be sent home to support your children with their phonics.