



How can I help?

1. Hear you child read as often as possible and read to them too!
2. Practise number bonds and facts with your child. There are some super games that really help secure number knowledge on the White Rose 1 minute maths app:
<https://whiterosemaths.com/1-minute-maths> it is free to download and play.
3. Practise joined handwriting. This website might be helpful
<http://www.cursivewriting.org/joined-cursive-fonts.html> (number 10) or speak to the teachers for any help and advice.
4. Practise simple adding and subtracting when you do the shopping together.
5. Keep an eye on world around us, what exciting things do you see e.g. conkers, an unusual feather, something you've made at home and bring them to our science lessons to share with the class.

Frome Valley CE First School

Year 2

Curriculum Statement

Autumn Term

Year 2 Curriculum Overview

Please look on our website for more information of our curriculum (including topics) and our knowledge organisers.

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| <p>English:</p> <ul style="list-style-type: none"> Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Learning how to use both familiar and new punctuation correctly including commas in lists Learn how to use expanded noun phrases to describe and specify (for example: the blue butterfly, plain flour, the man in the moon) Use conjunctions for coordination (<i>or, and or but</i>) Use conjunctions for subordination (e.g. <i>when, if, that or because</i>) Understanding questions and commands | <p>History:</p> <ul style="list-style-type: none"> Use dates where appropriate. Use words and phrases such as: years, decades and centuries to describe the passing of time Describe significant people from the past To show understanding of war and peace Identify some of the different ways the past has been represented Show an understanding of the concept of parliament Use artefacts, pictures, stories, online sources and data bases to find out about the past Label timelines with words or past, present, older and newer | <p>Design & Technology:</p> <ul style="list-style-type: none"> Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling) Demonstrate a range of joining techniques (such as gluing, using hinges or combining materials to strengthen) Practise drilling, screwing, gluing and nailing materials to make and strengthen products. Design products that have a clear purpose and an intended user |
| <p>Maths:</p> <ul style="list-style-type: none"> Numbers to 20 Counting objects to 100 by making 10s Recognise 10s and 1s and partition numbers to 100 Write numbers to 100 in words Estimate numbers on a number line Compare objects and numbers Fact families: addition and subtraction bonds within 20 Add and subtract 1s; add by making 10; add to the next 10; add across a 10 Add and subtract two 2-digit numbers Subtract across 10; subtract from 10 Missing number problems Recognise, draw and sort 2D and 3D shapes Understand lines of symmetry | <p>Geography:</p> <ul style="list-style-type: none"> Understand geographical similarities and differences Create a simple map; and use and construct basic symbols in a key Use simple grid references (A1, B1) Use compass directions (North, South, East and West) and locational language (near and far) Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to equator and the North and South Poles Ask and answer geographical questions Use basic geographical vocabulary to refer to: key physical features including weather | <p>PE:</p> <ul style="list-style-type: none"> Perform locomotion skills (running, jumping, hopping, skipping, etc.) using a mature pattern Catch a large ball without cradling or trapping it against the body Make simple decisions, e.g. which target to aim for. Use the terms 'opponent' and 'teammate' Vary fundamental movement skills by using the movement adaptations of how, where and with whom or what, e.g. how much force to use when aiming at a target Decide when and where to pass Keep possession by passing and receiving a ball Recognise space on a court or pitch Dribble a ball with hands or feet, while moving slowly in their own space Strike a ball off a tee with a bat Strike a ball with a short-handed bat Throw underarm in a mature pattern Send an object towards a target Change direction Use a base position Copy and remember actions Travel in a variety of ways (walking, running, hopping) Balance on a variety of large and small body parts (back, tummy, hands and feet). Perform a variety of rolls to include egg roll (advancing), log roll (basic), rock to stand (advancing) and forward roll (deep) Link movements together into a short sequence using floor Remember, repeat and be able to refine movements in a sequence Jump in a variety of ways (straight jump, tuck and star jump) and land with increasing control and balance Vary fundamental movement skills by using the movement adaptations of how, where and with whom or what to add interest to a sequence, e.g. perform a tucked roll at a low level and a star jump at a high level Make decisions on the choice of actions to be performed ensuring smooth links |
| <p>Science:</p> <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy Explore and compare the differences between things that are living, that are dead and that have never been alive 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 Identify and name a variety of plants and animals in their habitats, including micro-habitats 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 Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching | <p>RE:</p> <ul style="list-style-type: none"> Describe some of the teachings of a religion. Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible Recognise stories from the Bible linked to these concepts Identify the things that are important in their own lives and compare these to religious beliefs and texts Think, talk and ask questions Name and explain the meaning of some religious symbols Describe some of the main festivals or celebrations of a religion Give clear, simple accounts of what texts mean to people of different faiths Recognise, name and describe some religious artefacts, places and practices | <p>Art & Design:</p> <ul style="list-style-type: none"> Use thick and thin brushes Mix primary colours to make secondary Add white to colours to make tints and black to colours to make tones Use some of the ideas of artists studied to create pieces Describe the work of notable artists, artisans and designers Explore ideas and collect visual information Explore different methods and materials as ideas develop |
| <p>Computing:</p> <ul style="list-style-type: none"> To recognise the uses and features of information technology in school and beyond school To explain how information technology helps us To explain how to use information technology safely To recognise that choices are made when using information technology Use technology purposefully to create, organise, store, manipulate, and retrieve digital content | <p>PSHCE:</p> <ul style="list-style-type: none"> I understand the rights and responsibilities for being a member of my class and school I can recognise the choices I make and understand the consequences I understand some ways in which boys and girls are similar and different I understand that differences between friends make us all special and unique I understand the feelings related to bullying | <p>Music:</p> <ul style="list-style-type: none"> Sing songs with a small pitch range Create short, musical patterns Take part in singing, accurately following the melody and imitate changes in pitch Use the terms: dynamics and tempo Recognise changes in timbre, dynamics and pitch and tempo. Create a mixture of different sounds (long and short, loud and quiet, high and low) Choose, order, combine and control sounds to create an effect |