

St Joan of Arc Year 2 Curriculum Newsletter Spring Term 1st Half

Topic: Going Wild!

Religious Education:

BOOKS – Local Church/ Community

In this topic, children will be asked to discuss the importance of different books in their lives and recognise that the Bible is a special book for Christians. They will be able to recognise some of the stories in the Bible and name some of the special books used in church. We will read a wide range of stories about Jesus' life from the Gospels (including his Baptism), and use religious vocabulary to describe the actions and symbols involved in proclaiming the Gospel.

THANKSGIVING - Mass, a special time to thank God

We will discuss why we go to Mass and relate this to the story of the Last Supper. The children will examine how giving and receiving thanks makes them feel, and evaluate the power of a parish gathering together at Mass. Children will be able to use words and phrases from the Eucharist that show how Catholics give thanks to God.



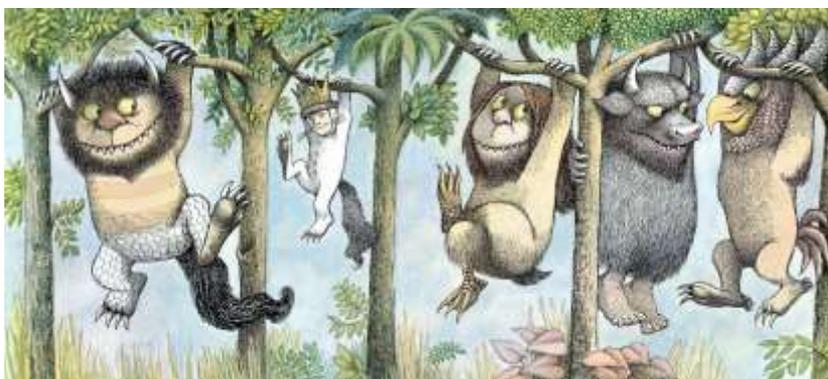
Each Wednesday we will be learning hymns in singing practice with Mr. Nelson.

English:

* **Poetry:** Children enjoy listening and responding to poems in a range of different ways. They explore poetic language and identify adjectives and verbs in a poem. They draft, edit and compose their own poems and read them aloud.

* **Narrative: Where the Wild Things Are -** In this unit, the children will read the story *Where the Wild Things Are* by Maurice Sendak. They will answer comprehension questions about the text and retell the story verbally and through drama. In writing, they will focus on describing the character and the setting. They understand why descriptive sentences are important and how setting affects mood. They look at the story mountain and identify the 5 key parts of the story. They revise and develop punctuating direct speech and then work on nouns and adjectives. The children will then plan and write their own story based on *WWTA* with a different character and setting. The story will include each of the 5 key areas of the story map.

* **Non-Fiction: Instructional writing – Grow your own lettuce** The children explore where they can find animals and plants locally. They discuss question words – who, what, where, when, why and how and are reminded that questions need to have a question mark on the end of the sentence. Children explore their environment identifying evidence to answer their questions. Children read a range of non-fiction books, retrieving and collating information as to how plants reproduce. Children examine the features of non-fiction texts, focusing especially on the contents page. In their writing tasks, they will practise converting notes into texts and use information to create diagrams, they will ultimately write up their experiment from first-hand experience.



Mathematics:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p>Multiplication and Division</p> <p>Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</p> <p>Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p>	<p>Statistics</p> <p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p> <p>Ask and answer questions about totalling and comparing categorical data.</p>	<p>Geometry- properties of shape</p> <p>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</p> <p>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</p> <p>Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.]</p> <p>Compare and sort common 2-D and 3-D shapes and everyday objects.</p>		<p>Number – fractions</p> <p>Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.</p> <p>Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p>			<p>Measurement: length and height</p> <p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <p>Compare and order lengths, mass, volume/capacity and record the results using >, < and =</p>		<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Consolidation</p>		

Science

Living things and their habitats:

- * Investigate and discuss different rainforest/ jungles around the world and the variety of habitats
- * Growing seeds and plants: Measuring and observing the growth of the plants
- * Naming, discussing and categorising plants and animals in the local environment and comparing to a jungle environment
- * Discuss environmental concerns with deforestation, loss of habitats etc



Computing

Pro-bots Unit

Children will learn the following techniques:

- to recognise and talk about a range of control technology in the wider world
- to enter a sequence of instructions into the floor turtle using numerical data to make it go forwards and backwards (e.g forward 5, back 2)
- to draw a trail with the floor turtle using forward and turning movements
- to develop a sequence of numerical instructions to control the floor turtle
- to use the repeat key to produce symmetrical shapes with the floor turtle to develop and record sequences of instructions using numerical data to control the floor turtle, and predict and test results Children will learn the very basic principles of how search engines work



E-Safety

- Children will explore the key steps for searching the web safely and understand how to report concerns.
- Children learn that passwords help us to keep information safe. They will then look at the rules for creating a strong password and use these rules to practise generating their own passwords.

Topic:

- **History:** Look at and discuss the life of famous explorers, e.g.: David Livingstone, discuss how rainforests/jungles have been used in the past and throughout the years, discuss the age of trees
- **Art:** Look at and discuss Henry Rousseau painting 'Surprise', respond to the painting through art, music and drama, camouflage patterns, design and sew felt 'jungle bugs', observational drawings of plants
- **Geography:** Mapping skills- coordinates, map symbols, key, labels. Look at, compare and contrast jungles from around the world, learn about different habitats and why animals live there, understand the different levels of the forest landscape.
- **DT (cooking and nutrition):** Discuss natural produce found in the jungle, growing plants we can eat and the importance of a balanced diet, make animal shaped biscuits.



PE

- **Gymnastics:** The children will explore movement, stillness and how to find and use space safely. Through exploring basic gymnastic actions on the floor and using apparatus; they will develop balance, agility and co-ordination.
- PE lessons will take place on a Wednesday lead by Mr Donald our specialist PE teacher.

PSHE (Personal, Social and Health Education)

Sex and relationship education - Boys and girls, families

Pupils will learn:

- to understand and respect the differences and similarities between people
- about the biological differences between male and female animals and their role in the life cycle
- the biological differences between male and female children
- about growing from young to old and that they are growing and changing
- that everybody needs to be cared for and ways in which they care for others
- about different types of family and how their home-life is special



Music

- **Taking off:** This unit develops children's ability to discriminate between higher and lower sounds and to create simple melodic patterns. The children will be introduced to a simple c major scale.
- **Infant Singing Practice:** This will take place on a Wednesday morning. The children will learn new songs for Mass and perfect those songs learnt in the Autumn term.

Ways you can help at Home:

- ☺ Homework is distributed on Monday and will involve spelling activities and weekly maths mastery work. In homework books you will find a summary of the spelling work and some maths mastery activities. The children should complete these activities for the following Friday when the learning will be revisited.
- ☺ Full PE gear is required on PE days. This includes the school t shirt, and dark blue or black shorts or track suit bottoms. Trainers or plimsolls need to be worn.
- ☺ Please ensure that your child has a rain coat with them on days when the weather is changeable. You may want to encourage them to check the weather forecast in preparation for the next day.
- ☺ Uniform is to be clean and worn in an acceptable manner. It is highly advised to label all items of uniform to ensure items can be returned if misplaced. Only school uniform is to be worn in school buildings.
- ☺ Should you wish to discuss a matter concerning your child, please feel free to make an appointment to discuss these concerns. Appointments should be agreed beforehand and can be arranged via the school office.
- ☺ Show and Tell is on Fridays, children are free to bring in items related to our topic to share with the class. All items should be of a suitable size, to fit into your child's tray. Please do not bring in items that are valuable or fragile, e.g. electronic items.
- ☺ Children are expected to read every night for at least ten to twenty minutes. Reading logs are to be filled in by the child/caregiver and signed by the caregiver. Fostering an enjoyment to read and continuing to encourage reading independence is a continuing focus. Please feel free to make comments in the log book. It is important that they have practice retelling stories and talking about what they read in order to develop their comprehension skills. Reading aloud fosters a greater focus on expression and understanding, as well as the opportunity to discuss themes and vocabulary from the text.
- ☺ All children in year 2 should confidently know their number bonds to 10 and 20. If your child has not yet reached this target, please continue to learn and practise these at home.
- ☺ By the end of the year children should be confident recalling their 10, 5, 2 and 3 times and their related division facts. Please practise these at home also, focusing first on 10, and when this learning has been mastered moving onto 5, then 2 and finally, by the end of the year, to 3 times tables.
- ☺ Prayers- The children need to learn the prayers said at school. These include the 'Our Father', 'Hail Mary' and the 'Glory be'. We will be encouraging the children to make the sign of the cross correctly and to be reverent when saying prayers.

- ☺ In any case of absenteeism, it is requested that caregivers provide an explanation on the day or the day after the absence. If an absence is known in advance, a letter of explanation would be appreciated.

Other Information:

- **Can you help?** If you think you can help in any way with the topic we are doing this half term (Going Wild), please talk to the class teacher.

Thank you for your continued support. We look forward to working with you this spring term,
Miss O' Connor & Miss Thomas