



St Joan of Arc Year 2 Curriculum Newsletter Autumn Term

Topic: London's Burning!

Religious Education:

Weeks 1-4

Beginnings – God is present in every beginning

In this topic children will talk about their feelings and experiences about new beginnings. We will retell the story of Creation and wonder about beauty around us and about God creating the world. We will recognise that people are kind and loving because God made them.



Signs and symbols - Signs and symbols in Baptism

Children will be taught to recognise and understand signs and symbols used in Baptism. They will be able to recognise that Christians act in a particular way because they are members of the Church family.

Each Friday we will be learning Hymns in assembly and attend school Mass at the beginning of each school term.

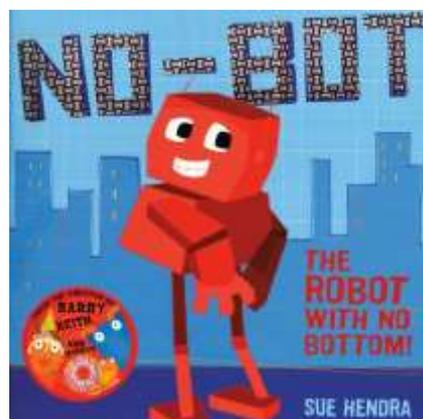
English:

Poetry: Pattern, Rhythm and Rhyme - The children will be exposed to a range of poems and discuss their favourite lines from them. They will endeavour to recognise simple rhythm and rhyme, and discuss vocabulary choices. They identify patterns in the poetry and work towards class performances of the poems, trying to learn them by heart along the way. They create new whole class poems - based on those already read - and then they evaluate a class performance of one of their compositions.

Narrative Unit: No- Bot! - The children will be exposed to the text, No- Bot by Sue Hendra. In the story Bernard the Robot loses his bottom on the park swing, and sets off to find it. Every time he gets close, it disappears again! The children will act out the story using a range of props and perform to their peers. The children will re-tell the story in their own words, using interesting vocabulary and a range of punctuation. They will also write an alternative version of the story where Bernard the robot loses different body parts in a range of comical situations.

Non-Fiction Unit: Newshounds - The children are introduced to the idea of the unit: that they write their own news reports (based on the Great Fire of London), becoming newshounds! As a class, they read and discuss a variety of news stories, looking at the big news questions and the structure of a news report to develop their skills. The children become 'mini journalists'; researching the fire using the internet/non-fiction texts, interviewing 'eye witnesses' and finally planning/performing a live news show report about the fire. They practise recounting events in the past tense and using noun phrases to write captions, as well as writing questions using correct punctuation. After some teacher modelling, the children write news reports about the Great Fire of London. Time is given at the end of the unit for the children to edit and proof-read their work before it is published. They then discuss whether their news stories are a success.

Instructions: How to bath a dragon - Children will be introduced to instruction writing. They look at a range of examples of instructions. They will have lots of practice giving/following verbal instructions using times connectives/bossy verbs. The children will write a narrative set of instructions explaining how to bath a ferocious dragon; they will focus on using commands, adverbs and will use topic specific vocabulary.



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>Number – Place Value</p> <p>Read and write numbers to at least 100 in numerals and in words.</p> <p>Recognise the place value of each digit in a two digit number (tens, ones)</p> <p>Identify, represent and estimate numbers using different representations including the number line.</p> <p>Compare and order numbers from 0 up to 100; use <, > and = signs.</p> <p>Use place value and number facts to solve problems.</p> <p>Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.</p>			<p>Number – Addition and Subtraction</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p> <p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.</p> <p>Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</p> <p>Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p>					<p>Measurement: Money</p> <p>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</p> <p>Find different combinations of coins that equal the same amounts of money.</p> <p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p>		<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 (=) sign.</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>	

Science

- **Materials:** The children will discover the reasons for the spread of the Great Fire of London. They will identify and compare the suitability of a variety of everyday materials for building. They will also look at proximity of buildings, temperature and weather affects.

Computing

- **Coding:** The children will begin using Code club, where they will learn to make things happen in a sequence, creating simple animations and simulations.
- **Multimedia and word processing:** The children will develop their digital media skills through the use of 2 simple programmes. They will design and create their own Great Fire of London picture using 2 Simple software. Children will learn to save their own work in named folders and print finished pieces.
- **Communication & Collaboration:** The children will use Espresso Photo-story to describe photographs of the Great Fire.

Topic:

- **History:** We will explore The Great Fire of 1666 in detail, how it started, why it spread so quickly and its impact, as well as learn about famous individuals from the time such as Charles II and the diarist Samuel Pepys. We will also discover the causes and impact of The Great Plague, a significant historical event that took place the year before the fire.
- **Art:** Children will produce collages and paintings inspired by contemporary and historical images of the fire.
- **DT (cooking and nutrition):** Children will design and make a Tudor house linking their learning to science unit on the suitability of different materials for particular uses.



PE

- **Games:** The children will develop basic game-playing skills, in particular throwing and catching. They will learn to play games one against one and in small teams. This will develop their turn taking skills and good sportsmanship. The children will run, walk or jog for 15 minutes each day, this is known as the 'Daily Mile'.
- **Dance/Drama:** The children will take part in a drama and dance workshop led by the Freshwater Theatre Company. They will be immersed in 17th Century London to learn more about the topic through role play and movement.

PSHE (Personal, Social and Health Education)

- Time will be spent getting to know each other to become a real Year 2 team unit. We will discuss rules and routines of both the classroom and the school environment. We will do lots of work on attitude to learning, trying our best and supporting our peers to become positive learners.
- **Keeping safe at home and outside:** Children will develop their knowledge about the importance of safety. We will focus our learning on fire safety, road safety and the special people who keep us safe.

Music

- **Feel the pulse:** This unit develops children's ability to recognise the difference between beat and rhythm and to perform with a sense of beat.
- **Infant Singing Practice:** This will take place on a Friday afternoon. The children will learn new songs for Mass and will be learning carols for the Christmas Concert after the October half term break.

Ways you can help at Home:

- | | |
|--|---|
| <ul style="list-style-type: none">☺ Homework is distributed on Monday and will involve spelling activities and weekly active learn maths 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 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.☺ 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. | <ul style="list-style-type: none">☺ 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 children 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, then 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. |
|--|---|

Other Information:

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

Thank you for your continued support. We look forward to working with you this year,
Miss Thomas & Miss Ward