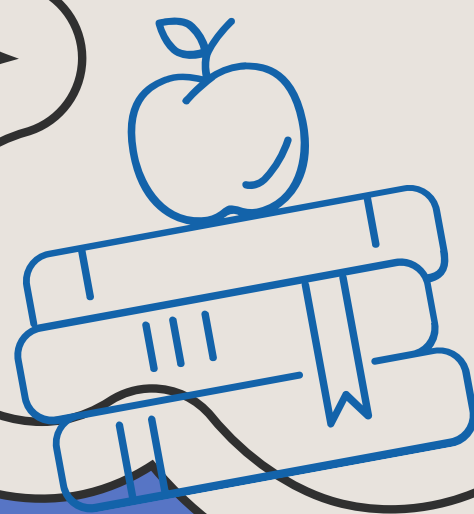




YEAR 2

WELCOME MEETING



MEET THE TEAM



Mrs Tootell



Mrs Power



Miss Swan



Miss Wildig



WHAT WILL MY CHILD BE LEARNING?

Vernon Primary School Year 2 Long Term Plan - Curriculum Map

	Autumn Superheroes	Spring Hakuna Matata	Summer Where the Wild Things Are
English	Narrative: Stories set in familiar places. Stories that mimic significant authors. Non-Fiction: Instructions Explanations Poetry: Poems that use patterns, rhyme and description.	Narrative: Stories that mimic significant narratives. Narrative diaries. Non-Fiction: Letters Information Texts & Glossaries. Poetry: Nonsense and humorous poems and limericks.	Narrative: Stories with imaginary settings. Stories set in familiar places. Narrative diaries Non-Fiction: Non-chronological reports. Poetry: Nonsense and humorous poems, including those that use pattern and rhyme.
Maths	Number – Place value Number – Addition and Subtraction Geometry – Shape	Measurement – Money Number – Multiplication and Division Measurement – Length and Height Measurement – Mass, Capacity and Temperature	Number – Fractions Measurement – Time Statistics Geometry – Position and Direction Consolidation
Science	Uses of everyday materials: identify and compare the suitability of a variety of everyday materials. Finding out how the shapes of solid objects made from some materials, can be changed. Enquiry Unit - uses of everyday material.	Plants: observe and describe how seeds and bulbs grow into mature plants. Animals including humans: describe the basic needs of animals, including humans, for survival. Notice that animals, including humans, have offspring which grow into adults	Living things and their habitats: identify and name a variety of plants and animals in their habitats, including micro- habitats Enquiry Unit - Living things and their habitats
Computing	Computing systems and networks – Information technology around us Creating media – Digital photography	Creating media – Making music Data and information - Pictograms	Programming A – Robot algorithms Programming B – Programming quizzes
History	Focus area (knowledge): The Titanic and its passengers - historical events from different perspectives, discussing significant events beyond living memory	Focus area: Nelson Mandela – the life of a significant individual in history	Focus area: History of local parks and National trust sites (Lyme Park - significant historical site in the locality)
Geography	Focus area: Would you prefer to live in a hot or a cold place? – climate zones, continents, features of North and South poles, comparison (Kenya to local area), four compass points Fieldwork: atlases, digital maps, school grounds	Focus area: Why is our world wonderful? – features of UK, amazing places around the world, oceans, natural habitats in locality. Fieldwork: aerial photographs, local woodland or green space	Focus area: What is it like to live by the coast? – continents and oceans, revise UK seas, cities and countries, Jurassic coast (physical and human features over time). Fieldwork: maps, including digital maps, atlases
Art and Design	Focus area: Painting – Superheroes/portraits Artist: Andy Warhol and Marc Jackson	Focus area: Drawing and Painting – African patterns and shapes Artist: Nicholas Kowalski and Lubaina Himid	Focus area: Sculpture and Digital Media – A wild thing Artist: Nick Park
Design and Technology	Focus area: Textiles - Design and make a superhero cape Designer/Architect: Vivienne Westwood	Focus area: Construction - Matchstick Buildings Designer/Architect: David Adjaye	Focus area: Mechanics - Moving picture using levers, wheels and winding mechanisms. Designer/Architect: Archimedes
Physical Education	Gymnastics - Pathways: straight, zigzag & curving Fundamental Movement Skills Invasion Games Skills Yoga	Dance – Under the Sea Net and Wall Games Skills Target Games Gymnastics – Spinning, turning and twisting	Dance – Animals Striking and Field Games Skills Tri-Golf Athletics
Music	Singing and creating rhythmic and melodic patterns. Orchestral instruments - traditional western stories.	African call and response song using voices and instruments. Whole class instrumental lessons- South Africa	Combining dynamics, timbre, tempo and motifs to compose a larger piece. Learning to play the Glockenspiel as a whole-class.
Religious Education	Thread: Authority & Personal Belief Why are stories important in different ways? How can they be puzzling? What can people learn from them?	Thread: Authority What might people learn from the story of Abraham? Thread: Personal Belief How do people choose what is right and wrong?	Thread: Authority Why are leaders, symbols, and artefacts important to people? Thread: Belonging How do religious/ non-religious families show they belong?
PSHE	Relationships: Families and friendships Safe relationships Respecting ourselves and others MyHappyMind	Living in the Wider World Belonging to a community Media, literacy and digital resilience Money and work MyHappyMind	Health and Wellbeing Physical health and mental wellbeing Growing and changing Keeping safe MyHappyMind
Curriculum Values			
Creativity & Curiosity		Independence	Respect & Cooperation

English Narrative: Using the story 'Eliot Jones the Midnight Superhero' children will write stories set in familiar places. With a focus on the character Eliot and the use of his imagination to complete his superhero missions in ordinary places. We will explore the significant author, Miss Grey's, series of books based on Traction Man and his faithful sidekick Snotsnob Brush. Non-Fiction: Children will explore the features of instruction and explanation writing. Poetry: Children will write poems that use patterns, rhyme and description based on a selection of superhero themed poems.	Maths <ul style="list-style-type: none">Number – place value, addition and subtractionGeometry – shape Children will use their superhero super strength to partition numbers, use their x-ray vision to solve word problems linked to addition and subtraction. The children will also develop their shape skills to ensure the King's riches are kept safe after capturing the evil criminal mastermind who attempted to steal them.	Science Working Scientifically <ul style="list-style-type: none">Investigating and observing what happens in different materials during testing and use this to inform exploration of their propertiesInvestigating which materials are fit for a purpose e.g. What is the best material for an umbrella?Investigating the transparency of objectsClassifying and sorting materials by their properties e.g., man-made, naturalObserving and exploring how materials change when a force is exerted on them by squeezing, bending, twisting and stretchingRecording class data in a table and drawing simple conclusions from the findingsAsking and answering questions about everyday materials Uses of everyday materials: identify and compare the suitability of a variety of everyday materials. Finding out how the shapes of solid objects, made from some materials, can be changed. The children when use their knowledge about materials to devise an enquiry question that we shall then investigate.
History Children will learn to recount historical events from different perspectives, discussing significant events beyond living memory – the Titanic and its passengers. Through this historical enquiry the children will develop their recounting skills and their understanding of sources to determine 'who was responsible for the sinking of the Titanic?'	Superheroes	Geography Children explore climate zones, continents, features of the North and South poles to consider the enquiry question 'would you prefer to live in a hot or cold place?' FIELDWORK: Children will use compasses, investigate the differences between an atlas and a map.
Art and Design Children will use inspiration from the artists Andy Warhol and Marc Jackson to design and create their own self portrait in a pop-art style using geometric shapes and bright colours.	Music Children will investigate the different instruments within an orchestra and how the different sections of an orchestra contribute to telling a story. The children will also be singing and creating rhythmic and melodic patterns.	Physical Education Children will enrol on 'the Incredible' superhero training programme whereby they will develop their skills in a range of activities.
Design and Technology Children will take inspiration from Vivienne Westwood to create a superhero cape. In our textiles unit the children will design and make a superhero cape using cutting, dyeing and joining techniques appropriate for use on fabrics.	Religious Education Authority & Personal Belief: Through Christianity, the children will discuss why are stories important in different ways? How can they be puzzling for people? And what can people learn from them? Children will listen to stories taken from the Old and New Testaments.	Computing Information Technology around us: children will identify IT and how its responsible use improves our world in school and beyond. Digital Photography: children will explore creatin media capture and change digital photographs for different purposes.
Curriculum Values		
As creative and curious people, we will: use a variety of dramatic techniques to support the children's learning across the curriculum, with a particular focus on transferring into experiences so that they can complete missions and write stories about their adventures. The children will receive different missions via a superhero story line.	As independent people, we will: children will continue to develop independence skills that will help them to work on their own, make their own decisions and think carefully about their individual targets. Children will be involved in creating their individual targets by using their knowledge of the marking policy to identify their strengths and areas of improvement.	As respectful and cooperative people, we will: the children will further develop their awareness of the class rules, as well as those of the whole school. The children will complete missions across the curriculum that will require teamwork, communication, determination and above all respect for everyone's values and opinions.
English Narrative: Using the narrative 'The Lion Inside' and Little Red and the Very Hungry Lion', the children will explore stories that mimic significant narratives, write narrative diaries and letters. Non-Fiction: The children will be introduced to the text 'Meerkat Mail' which will act as our stimulus for writing information texts and creating glossaries about different African animals and landmarks. Using explorer journals children will write recounts. Poetry: The children will explore nonsense and humorous poems and limericks, using a selection of poems by Michael Rosen.	Maths <ul style="list-style-type: none">Number – Multiplication and DivisionMeasurement – Length and HeightMeasurement – Mass, Capacity and TemperatureMeasurement – Money Children will participate in a range of theme-based mathematical activities that will include: using their explorer skills to spot patterns in animal tracks; observe wildlife carefully to solve word problems linked to multiplication; use their calculation skills to show the difference in height between African landmarks as they travel across Africa.	Science Working Scientifically <ul style="list-style-type: none">asking simple questions and recognising that they can be answered in different waysobserving closely, using simple equipmentperforming simple testsidentifying and classifyingusing their observations and ideas to suggest answers to questionsgathering and recording data to help in answering questions Plants: observe and describe how seeds and bulbs grow into mature plants. Animals including humans: describe the basic needs of animals, including humans, for survival. Notice that animals, including humans, have offspring which grow into adults.
History To build an overview of world history, the children will become history detectives and piece together the significant events of Nelson Mandela's life. They will develop an understanding of the significance of this key individual in history and determine: was it fair to send Nelson Mandela to prison?	Africa Hakuna Matata	Geography Children explore the features of UK, amazing places around the world, oceans, natural habitats in locality to answer the question: Why is our world wonderful? FIELD WORK: aerial photographs, maps of local woodland or green space.
Art and Design Children will explore the patterns used by the African artist Nicholas Kowalski and Lubaina Himid. They will explore the shapes, colours and tones used by these artists and then recreate their own paintings.	Music Children to go on a musical safari: using instruments to represent animals, copying rhythms, learning a traditional African call and response song and to recognise simple notation.	Physical Education Children will become explorers, travelling across Africa so they can continue to develop their skills in a range of Gymnastics, Dance, Net and Wall Games and Target Games.
Design and Technology Children will take inspiration from architect Sir David Adjaye and his designs to construct a castle for Lion and Mousie to live in together. Children will explore a range of construction joining techniques and materials, including matchsticks to design their castle.	Religious Education Authority: What might people learn from the story of Abraham? Personal Belief: How do people choose what is right and wrong?	Computing Creating Media-Making Music: to use a computer as a tool to explore rhythms and melodies, before creating a musical composition. Data and Information-Pictograms: to collect data in tally charts and use attributes to organise and present data on a computer.
Curriculum Values		
As creative and curious people, we will: using the narrative, The Lion Inside as a stimulus, the children will use a variety of dramatic techniques to support their learning across the curriculum, with a particular focus on transferring the children into experiences so that they can research into Africa and write stories about their adventures, in order to develop their understanding of perspective.	As independent people, we will: children will receive a personalised plans sheet to Africa that will inspire and excite the children to independently map and plan their journey across to Africa. We will further develop our independent skills that will help us to work on our own, make our own decisions and think carefully about our individual targets.	As respectful and cooperative people, we will: the children will further develop their awareness of the class rules, as well as those of the whole school. The children will work in pairs and groups to complete activities across the curriculum that require all the children to show great team work, communication, determination and above all respect for everyone's values and opinions.
English Narrative: Using the story 'Where the Wild Things Are' by Maurice Sendak, children will write stories where the use of his imagination to escape from reality. We will then compare this story to other stories set in familiar places. Non-Fiction: Children will revise instruction writing. After reading 'Owl Babies' by Martin Waddell and 'The Owl who was Afraid of the Dark' by Jill Tomlinson the children will write non-chronological reports about owls. Poetry: Children will write nonsense and humorous poems, including those that use pattern and rhyme using 'The Owl and the Pussycat' by Edward Lear as a stimulus.	Maths <ul style="list-style-type: none">Number – fractionsMeasurement – time and statisticsGeometry – position and direction Children will participate in a range of theme related activities that will include solving mischievous maths problems set by the King of the Wild Things to test their knowledge on fractions; describing the position, direction and movement of the Wild Things as they play 'Owl wars'; and use their measuring skills to support them in planning and preparing for the wild rumpus!	Science Working Scientifically <ul style="list-style-type: none">asking simple questions and recognising that they can be answered in different waysobserving closely, using simple equipmentperforming simple testsidentifying and classifyingusing their observations and ideas to suggest answers to questionsgathering and recording data to help in answering questions Living things and their habitats: identify and name a variety of plants and animals in their habitats, including micro- habitats. Then using their new knowledge the children will devise and complete an enquiry unit about an area of interest within living things and their habitats.
History Children will explore Lyme Park, a significant historical site in our locality. Children will consolidate skills in chronology, enquiry, source use and evaluation. Children will explore the Legh family and their importance at Lyme Park.	Where the Wild Things Are	Geography Children will focus on answering the question: What is it like to live by the coast? within this question children will consolidate their understanding of continents and oceans, revise UK seas, cities and countries, Jurassic coast (physical and human features over time).
Art and Design Children will master sculpturing techniques to create a unique Wild Thing. Children will explore sculpturing techniques adopted by Nick Park.	Music Children will combine dynamics, timbre, tempo, and motifs to compose a larger piece of music. The children will be learning how to play the Glockenspiel and incorporate this new skill into their music composition.	Physical Education Children will be exploring and enhancing different skills and techniques through a variety of units: striking and fielding, tri-golf, dance, and athletics.
Design and Technology Children will take inspiration from Archimedes to construct a moving picture that contains levers, wheels and mechanisms. The pictures the children create will illustrate the children's favourite scene from the story 'Where the Wild Things Are'	Religious Education Why are leaders, symbols and artefacts important to people? Children will identify key religious symbols and artefacts and explore the role of leaders of different religious communities. How do religious/non-religious families show they belong? Children will explore how different groups welcome babies and consider if there is a right way to welcome babies.	Computing Program A: robot algorithms – children will design algorithms and then test those algorithms as programs and debug them, using BeeBots. Program B: an introduction to quizzes – using Scratch Jr children will modify designs to create their own quiz questions.
Curriculum Values		
As creative and curious people, we will: using the narrative 'Where the Wild Things Are', the children will use a variety of dramatic techniques to support their learning across the curriculum, with a particular focus on imaginative play to develop their understanding of imaginative settings and character perspectives.	As independent people, we will: children will relate to Max and his independence of escaping to his own world. We will explore the themes underlying the narrative such as taking responsibility for our actions, the nature of emotions and empathy. We will build on our learning from the spring term developing further our independent skills that will help us to work on our own, make our own decisions and think carefully about our individual targets.	As respectful and cooperative people, we will: the children will have the opportunity to explore the themes of parental love, the value of our emotions, power and control, resolving conflict, and empathy for others' feelings. They will become key role models for the younger members of the school.

In Year 2 we have 3 themes split equally over the academic year:

- Autumn Term - Superheroes
- Spring Term - Hakuna Matata
- Summer Term - Where the Wild Things Are

More detailed curriculum planning is available on our website on:

<https://www.vernonprimaryschool.com/class/year-2>



READING IN YEAR 2

Reading is a vital skill that supports and enriches children's learning across the whole curriculum. At Vernon, we ensure that our children are taught to read with fluency, accuracy and understanding, through a variety of discreet and cross-curricular learning opportunities. Above all, we strive for our children to become enthusiastic, independent and reflective readers with a passion for books and a love of literature.

Independent Reading Guided Reading Reading Streams Reading Hub



Reading practice book

This book has been carefully matched to your child's current phonics phase of learning. If your child is reading it with little help, please do not worry that it is too easy – your child needs to develop fluency and confidence in reading. Listen to them read the book. Remember to give them lots of praise – celebrate their success! If they are struggling to read a word, read it to them. After they have finished, talk about the book together.

Sharing book

In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book that they have chosen for you to enjoy together. Please remember that you should not expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!

Please record in your child's reading record every time you read at home so we can celebrate their reading achievements in class.

In school, your child will read with an adult at least twice a week and a comment will be written by an adult in your child's reading record.

To support your child with their reading, please find below question prompts that can be used whilst reading with them

1a: draw on knowledge of vocabulary to understand texts

- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe What does this tell you about a character or setting?

1b: Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

- What did s/he/it look like?
- Where in the book would you find...?
- What do you think is happening here?
- What evidence do you have to justify your opinion?
- How do the title/contents page/chapter headings/glossary/index... help me find information in this book?

1c: Identify and explain the sequence of events in texts

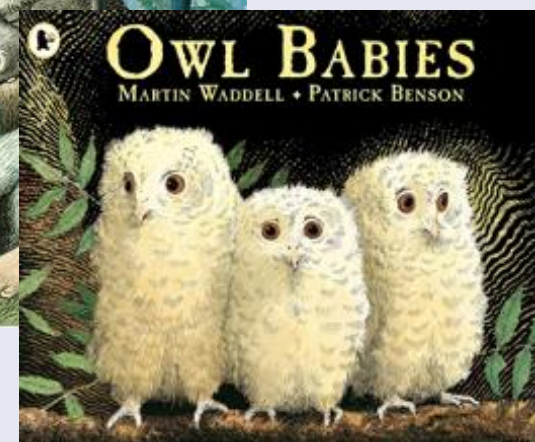
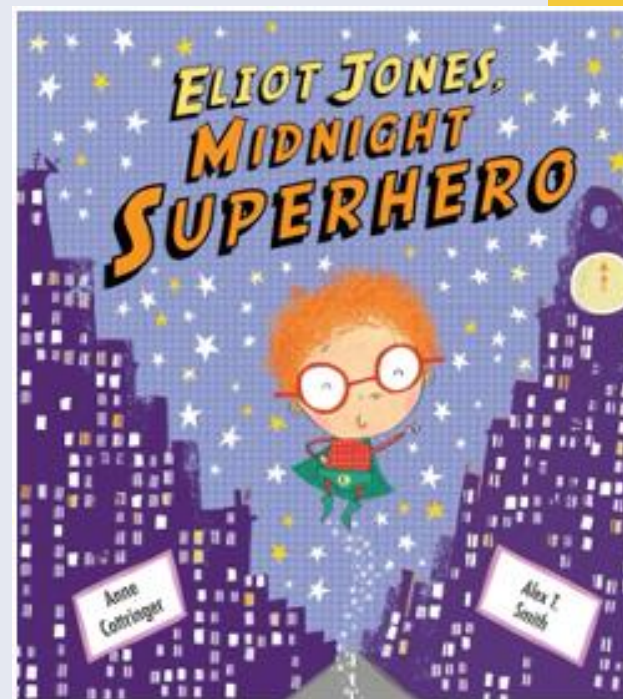
- What happens first in the story?
- Use three sentences to describe the beginning, middle and end of this text?
- Why does the main character do 'x' in the middle of the story?
- How does the hero save the day in the story?

1d: Make inferences from the text

- What makes you think that?
- How do you feel about...?
- I wonder why the writer decided to...?
- What do these words mean and why do you think the author chose them?

1e: Predict what might happen on the basis of what has been read so far

- What will happen next? Why do you think this? Are there any clues in the text?
- Can you think of another story, which has a similar theme? e.g. good over evil.



KEY INFORMATION

Please ensure you are signed up to our Class Google Classroom. We update this regularly to share with you an insight into the Year 2 curriculum, events and recommendations to support your child.

To support your child's writing process at home a key area to focus on is spelling. In Year 2 our spelling goal is to ensure every child can spell all the common exception words highlighted by the DfE and our Year 2 Spelling List (this can be found on our school website). We will provide your child with a Spelling Frame account to support them with their learning at home.

We update our school X page weekly with the adventures we have been on!

During the Autumn term the children will be provided with their Times Tables Rock Stars login details. This is a platform used from Year 2 to Year 6 to support children with their rapid recall of their timetables. The children are able to access this at home too so they can continue their learning further if they wish to.



WHAT DOES MY CHILD NEED TO BRING TO SCHOOL?

Please can you ensure that your child brings to school:

- Reading Records and Reading Books - every day
- Water bottles are essential, even for children having school dinners and will be kept in classrooms.
- PE kits - we ask that labelled PE kits are kept in school. The children will take them home each half term to be washed.
- Children should come to school each day with a water-proof coat and (if they choose to) a playtime snack - we also have fruit daily in KS1. We just ask that any snack coming from home is nut free. We are a nut free school.
- Lunch box - if not ordering school dinners. School dinners are ordered in advance using your child's SwiftKitchen Key.

P.E will take place on:
Mondays and Fridays



KEY DATES

WEDNESDAY 22ND OCTOBER - SUPERHERO DAY

THURSDAY 4TH DECEMBER - CHRISTMAS PLAY

THURSDAY 19TH MARCH - CHESTER ZOO

THURSDAY 14TH MAY - CURRICULUM SHOWCASE

TUESDAY 19TH MAY - LYME PARK

The background is a light blue color with a repeating pattern of various school-related icons in a darker blue. These icons include pencils, sheets of paper with wavy lines, envelopes, paper clips, and the letters 'ABC'.

ANY QUESTIONS?



THANK YOU