

**Curriculum Newsletter Autumn 1**

**Year 2**

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| **Growth Mindset mantra** | Believe you can and you are halfway there |
| **Maths** | **Place value**Count objects to 100 and read and write numbers in numerals and words. • Represent numbers to 100. • Tens and ones with a part whole model. • Tens and ones using addition. • Use a place value chart. • Compare objects. • Compare numbers. • Order objects and numbers. • Count in 2s, 5s and 10s. • Count in 3s. |
| **English** | We are using the text **Look Away by Nathan Byron** as the main vehicle to teach English skills.**Sentence construction skills:**Include detail and description to inform the reader • Write in first person • Use consistent past tense • Order events with adverbs of time • Include personal comments and own viewpoint • Set the scene with a clear opening and establish the context • Finish with a closing statement with personal comment or summary e.g. What an amazing day we all had!**Non negotiables:**Combine words to make sentences • Join words and clauses using and • Sequence sentences to form short narratives • Leave spaces between words**Year group expectation:**Use punctuation correctly – full stops, capital letters • Use expanded noun phrases to describe and specify • Use subordination (because) and coordination (and) |
| **Geography** | **Next half term** |
| **History** | **How was school different in the past?**Correctly order and date four photographs on a timeline and add some dates.Ask one question about schools in the past.Make one comparison between schools in the past and present.Use sources to research and develop an understanding of what schools were like 100 years ago.Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences.Recognise two similarities and two differences between schools now and schools in the past.State whether they would have preferred to go to school in the past or not and explain why. |
| **Art** | **Drawing**Identify how artists use tone. Control shading to show tone. Sketch simple shapes lightly so that changes can be made. Refine a drawing by building up the outline of an object. Pose to show a clear expression and head position to create a photograph.Experiment with a range of materials to create marks and tones. Use different pressures and control to make different marks. Describe the texture of objects. |
| **DT** | **Next half term** |
| **Science** | **Animals including humans – growth**notice that animals, including humans, have offspring which grow into adultsfind out about and describe the basic needs of animals, including humans, for survival (water, food and air)describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene |
| **PSHCE** | **Being me in my world**children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They learn about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children learn about choices and the consequences of making different choices. |
| **PE** | **Gymnastics/dance**Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities |
| **RE** | **Who is a Muslim and how do they live?**In this unit, pupils will find out about Islam, key beliefs,and ways of living for Muslims. Pupils will learn aboutsome of the key Muslim beliefs about God found in theShahadah and learn about the 99 names of Allah. Pupilswill encounter stories about the Prophet and find outabout what these teach Muslims today about ways ofliving. Pupils will learn about the five pillars of Islam andhow these impact upon the lives of believers. They willlearn about the importance of prayer and what it meansfor Muslims all over the world. |
| **Music** | **Call and response**Use dynamics when creating sound. Play in time with a group. Experiment with different sounds on the same instrument.Clap the animal sound patterns mostly accurately. Clap the sound patterns in time with the pulse of the backing track. Demonstrate both a call and response. Copy a sound pattern using an instrument. Playing either a call and/or response role in time with another pupil. Perform a composition. |
| **Computing** | **Next half term** |

**Homework**

Book given out on: Friday

To be returned by: Thursday

**Spellings (in homework book): Friday**

Tested on: Friday