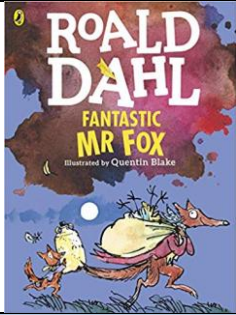
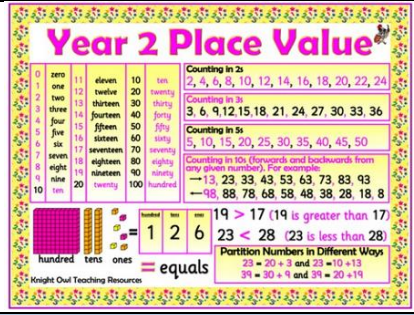





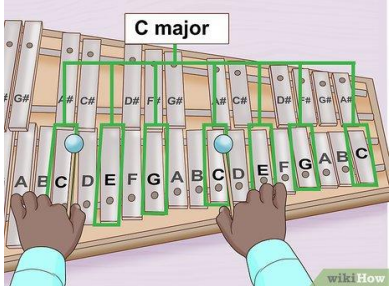

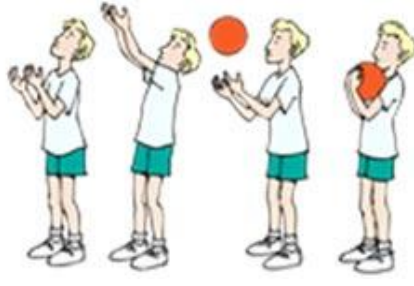
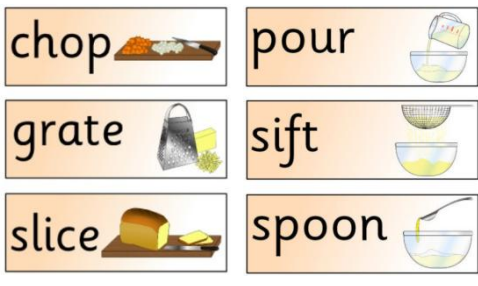



These are the topics and areas of the school curriculum that the children in Year 2 will be studying this term. As you can see there is the key learning intentions for each area and some ideas for ways in which you could help support this learning at home. If you have any further questions about what is going on in our lessons, then please call in at the end of the school day and find out more.

English	Maths	Science	ICT & Computing	Art & Design	History
<b>Fantastic Mr Fox &amp; Fire of London</b>	<b>Place Value &amp; Addition and Subtraction</b>	<b>Living things in their Habitats</b>	<b>Esafety &amp; ICT Skills</b>	<b>Nature Sculptures</b>	<b>The Great Fire of London</b>
					
<b>In School:</b>	<b>In School:</b>	<b>In School:</b>	<b>In School:</b>	<b>In School:</b>	<b>In School:</b>
<ul style="list-style-type: none"> <li>I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately.</li> <li>I can re-read these books to build up my fluency and confidence in word reading.</li> <li>I can plan or say out loud what I am going to write about.</li> <li>I can write simple, coherent narratives about personal experiences.</li> <li>I can demarcate most sentences in my writing with capital letters and full stops.</li> </ul>	<ul style="list-style-type: none"> <li>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.</li> <li>Read and write numbers to at least 100 in numerals and in words. <i>Find 1 or 10 more or less than a given number.</i></li> <li>Recognise the place value of each digit in a two-digit number (tens, ones).</li> <li>Add and subtract numbers using concrete objects, pictorial representations, and mentally.</li> </ul>	<ul style="list-style-type: none"> <li>I can find a range of items outside that are living, dead and never lived.</li> <li>I can name a range of animals and plants that live in a habitat.</li> <li>I can talk about how the features of these animals and plants make them suitable to the habitat.</li> <li>Using a food chain I can explain what animals eat.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a website to search for information</li> <li>I can begin to identify possible dangers online</li> <li>I know when to ask an adult for advice about accessing a website</li> <li>I can login to the computer and select an application.</li> <li>I can logout and save my work appropriately</li> </ul>	<ul style="list-style-type: none"> <li>I can construct a nature sculpture, exploring a range of media.</li> <li>I can list natural materials that are easily found in the local environment</li> <li>I am able to describe the work of Andy Goldsworthy.</li> <li>I can understand how to work safely.</li> </ul>	<ul style="list-style-type: none"> <li>I can find out some of the ways in which how we live now is different and similar to how people lived in 1666.</li> <li>I can make links between life at the time of the Great Fire and the Gunpowder Plot</li> <li>I can find out about how the Great Fire started and spread across London.</li> <li>I can find out about Samuel Peeps and his diary and understand what this tells us about London and the Great Fire</li> </ul>
<b>At Home:</b>	<b>At Home:</b>	<b>At Home:</b>	<b>At Home:</b>	<b>At Home:</b>	<b>At Home:</b>
Read to your child, another Roald Dahl story of your choice. Use picture books or animations with the sound turned off and ask your child to narrate the story to you.	Look for opportunities to spot numbers to 100 and talk about the tens and ones that make the number. Group small objects found at home to add and subtract from the groups.	Borrow and share books from the library about animals and where they live. Go on a bug hunt and find out about the creatures you discover. At half-term, use your free family ticket and visit Chester Zoo ask your child to recall their visit.	Discuss the issues of staying safe online with your child. If you have a computer or device with a keyboard, allow them opportunities to develop their typing skills.	Look for a range of natural materials outside or recycled materials at home and use them to make models and pictures! Bring in photographs of the creations to display in school.	Visit the library and look for books about the Great Fire of London and find out as many facts as you can. Look on the BBC website for their school pages all about the fire. Draw and write about the things you find out and bring them into school.
Geography	Music	Religious Education	Physical Education	Design & Technology	PSHE
<b>United Kingdom Study</b>	<b>Hands, Feet &amp; Heart</b>	<b>Christianity – Old Testament Stories</b>	<b>Throwing &amp; Catching</b>	<b>Healthy Eating</b>	<b>Health &amp; Well-Being</b>
					
<b>In School:</b>	<b>In School:</b>	<b>In School:</b>	<b>In School:</b>	<b>In School:</b>	<b>In School:</b>
<ul style="list-style-type: none"> <li>I can name the four countries of the UK, capital cities and surrounding seas.</li> <li>I can use a range of maps (world, country, street maps, aerial views and plans) to locate places and landmarks.</li> <li>I can use world maps and globes to begin to locate some continents and countries.</li> </ul>	<ul style="list-style-type: none"> <li>I can follow a melody accurately when singing.</li> <li>I can follow instructions about performing (when to play and sing)</li> <li>I can improve my own work when repeating patterns/ ideas when listening to music.</li> <li>I can perform with others songs/ simple rhythmic patterns on an instrument.</li> </ul>	<ul style="list-style-type: none"> <li>I know Bible is a special book for Christians</li> <li>I can listen and respond to the story of Joseph, David and Goliath and Samson and Delilah and understand their themes.</li> <li>I can retell religious stories in relation to matters of right and wrong</li> <li>I can recognise my own values and those of others.</li> </ul>	<ul style="list-style-type: none"> <li>I can roll a ball and pick it up as it slows down.</li> <li>I can use a simple underarm throw, into space and catch with two hands.</li> <li>I can understand why we need to warm up and cool down our bodies.</li> <li>I can run or walk forwards, backwards and balance while controlling a ball.</li> </ul>	<ul style="list-style-type: none"> <li>I can understand the need for a variety of foods in a diet.</li> <li>I can cut, peel, grate, chop a range of ingredients.</li> <li>I can work safely and hygienically.</li> <li>I can propose more than one idea for their product.</li> <li>I can select and name the tools needed to work the materials.</li> </ul>	<ul style="list-style-type: none"> <li>I know what is meant by a healthy lifestyle.</li> <li>I know how to maintain physical, mental and emotional health and wellbeing.</li> <li>I understand ways to keep physically and emotionally safe.</li> </ul>
<b>At Home:</b>	<b>At Home:</b>	<b>At Home:</b>	<b>At Home:</b>	<b>At Home:</b>	<b>At Home:</b>
Use a children's atlas to explore different maps. When the weather is on the TV show the children where they live.	Listen to music whenever possible and encourage the children to have favourites and to sing along.	Ask your child to retell you the bible stories they have been learning in school and discuss their meaning.	Take every opportunity for to play outside, visiting the park and the playground in order to get daily exercise and fresh air. Play throwing and catching games with balls, bean bags and other objects	Encourage your child to participate in the preparation of meals, especially peeling and chopping vegetables and salad.	Encourage your child to have positive relationships with other, eat healthily, exercise daily and get plenty of sleep.

More detail as to content of the Year 2 Curriculum can be found on the school website.