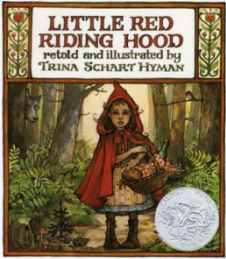
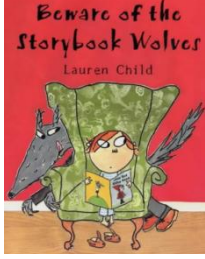
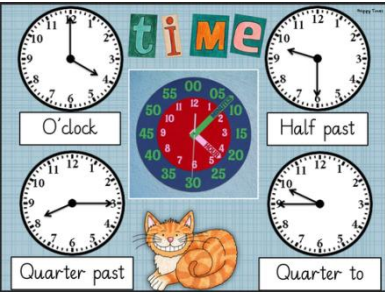

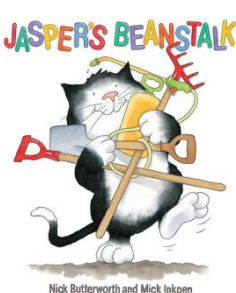



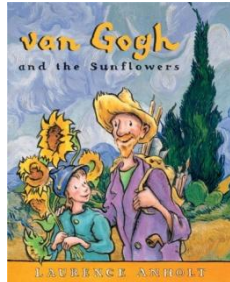

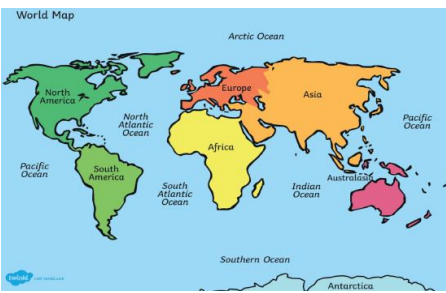
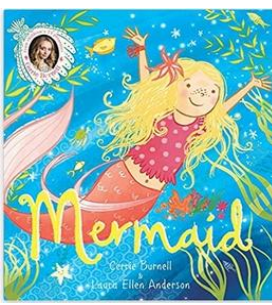


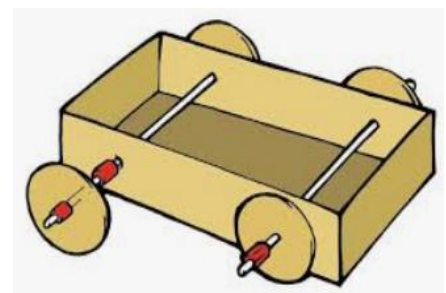
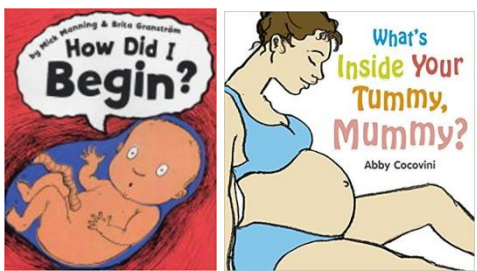


These are the topics and areas of the school curriculum that the children in Year 2 will be studying this term. As you can see there is the key learning intentions for each area and some ideas for ways in which you could help support this learning at home. If you have any further questions about what 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
Traditional Tales	Time & Measures	Helping Plants Grow Well	We are photographers	Artist Study – Van Gogh	Liverpool Docks
 		 	 	 	
In School:	In School:	In School:	In School:	In School:	In School:
<p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Writing narratives about personal experiences and those of others (real and fictional)</p>	<p>Compare and sequence intervals of time.</p> <p>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</p> <p>Know the number of minutes in an hour and the number of hours in a day.</p>	<p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Plants are living and eventually die</p>	<p>Know that there are various ways of capturing still and moving images.</p> <p>Understand the need to frame an image or scene and keep the camera still.</p> <p>Understand that animation is a sequence of still images.</p>	<p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p> <p>Use a variety of tools and techniques including different brush sizes and types.</p> <p>Mix and match colours to artefacts and objects.</p>	<p>Identifying some similarities and differences between ways of life in different periods.</p> <p>To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to <i>parts</i> of stories, and features of events.</p>
At Home:	At Home:	At Home:	At Home:	At Home:	At Home:
<p>Read or tell the story of Little Red Riding Hood and other familiar tales to your child. Use picture books or animations with the sound turned off and ask your child to narrate the story to you.</p>	<p>Look for opportunities to spot and read the time at home and out and about.</p> <p>Talk about how long it is until different events in the day occur using minutes and hours.</p>	<p>Buy some seed and plant them and watch them grow. Take some photographs of the different plants as they grow and develop.</p>	<p>If you have a smartphone or with a camera function, use it to take photographs of the different plants you have in the garden or the park.</p>	<p>Plant some sunflower seeds of your own and watch them grow.</p> <p>Use the internet to find out about some of Van Gogh's other paintings.</p>	<p>If you get the chance, go on a visit to the Albert Dock and take some photo graphs of your child in different locations. Visit the Maritime Museum and the Museum of Liverpool.</p>
Geography	Music	Religious Education	Physical Education	Design & Technology	PSHE
Liverpool & Kenya	Mermaid – Phil Concert	Judaism Synagogue Visit	Multi-Skills	Wheels & Axles	Relationship & Sex Education
					
In School:	In School:	In School:	In School:	In School:	In School:
<p>Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'</p> <p>Recognise differences between their own and others' lives.</p>	<p>Perform, listen to, review and evaluate music across a range of styles and traditions.</p> <p>Learn to sing and use their voices.</p> <p>Create and compose music on their own and with others</p>	<p>Introduction to the synagogue as a place of worship.</p> <p>Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.</p>	<p>Travelling - Running, hopping, skipping, galloping.</p> <p>Travelling with an object i.e. beanbag, ball,</p> <p>Sending - Aiming at various targets using different equipment (beanbag, ball, quoits, shuttlecock etc.).</p> <p>Receiving - Catching a ball.</p>	<p>Try out different axle fixings and their strengths and weaknesses.</p> <p>Make vehicles with construction kits which contain free running wheels.</p> <p>Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels.</p>	<p>To learn that humans produce babies, which grow into children and then into adults.</p> <p>Learn how they have changed and developed since they were babies.</p>
At Home:	At Home:	At Home:	At Home:	At Home:	At Home:
<p>Use a children's atlas to explore different maps. When the weather is on the TV show the children where they live.</p>	<p>Listen to music whenever possible and encourage the children to have favourites and to sing along.</p>	<p>Ask you child to tell you about any religious symbols they know about. Discuss the visit to the Synagogue on their return.</p>	<p>Take every opportunity for to play outside, visiting the park and the playground in order to get daily exercise and fresh air.</p>	<p>Use any construction equipment you may have at home (Lego or K'nex) to make a range of simple vehicles.</p>	<p>Look back at a range of family photographs of you and your child and discuss how they have changed over the years.</p>

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