




Corsham Primary School




Parent/Carer Curriculum Newsletter





Year: 2 Class Teachers: Miss White, Mrs Ferris and Miss Parson

Spring Term 2024 (04/01/24 – 28/03/24)

The following information will provide you with an overview of the objectives the children will be focusing on this term. We hope you will find it useful.

<p>Being a Mathematician</p> 	<p>Money</p> <ul style="list-style-type: none"> • Recognising the value of notes and coins- pounds and pence • Adding money together • Comparing money • Finding change <p>Multiplication and Division</p> <ul style="list-style-type: none"> • Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher • Make arrays and link to repeated addition • Introduce the multiplication and division symbols • Calculate mentally 2x, 5x and 10x facts • Share and group numbers into equal groups • Odd and even numbers • Doubling and halving <p>Length and Height</p> <ul style="list-style-type: none"> • Measure in centimetres • Measure in metres • Order lengths and heights <p>Fractions</p> <ul style="list-style-type: none"> • Recognise, find, name and write fractions $\frac{1}{4}$, $\frac{1}{3}$, $\frac{2}{3}$, $\frac{1}{2}$, $\frac{3}{4}$ of a length, shape, set of objects or quantity
<p>Being an Author – Writer</p> 	<ul style="list-style-type: none"> • Prepare and re-tell traditional stories through writing, role-play and discussion • Discuss and describe story settings and characters and use this as a starting point for individual writing • Demarcate sentences using capital letters and full stops • Form letters carefully and join 'special friends' using some diagonal and horizontal strokes • Use subordination when writing e.g. or, and, but • Use capital letters, full stops, question marks and exclamation marks in writing • Use commas to separate items in a list and apostrophes to mark where letters are missing • Make simple additions, revisions and corrections to writing • Re-read writing to make sure the sentence written makes sense
<p>Being an Author – Reader</p> 	<p>Applying phonics</p> <ul style="list-style-type: none"> • Know that phonemes may be represented by different graphemes • Know that familiar words do not need to be sounded out and blended • Read familiar words automatically and accurately without sounding or blending <p>Reading for pleasure</p> <ul style="list-style-type: none"> • Explain why they prefer certain books or stories • Retell stories with the key events in the correct sequence • Retell a story with the key events and the characters • Know how to find information in a non-fiction book • Identify the purpose of a book or a text • Know that books and stories are set in different places and times <p>Poetry</p> <ul style="list-style-type: none"> • Talk about the meaning of different poems

	<ul style="list-style-type: none"> • Recognise that a poem can tell a story • Learn a poem by heart • Give an opinion on books or poems read • Find patterned or recurring literary language in poems and stories <p>Reading fluently with accuracy and understanding</p> <ul style="list-style-type: none"> • Self-correct when I have lost the meaning • Use prior knowledge and reading experiences to understand text • Use the context to understand texts • Ask questions to clarify understanding • Find the answers to retrieval questions about stories, poems or non-fiction texts • Recognise that a writer can have a message for the reader • Make predictions about possible events
<p>Being an Engineer (Design Technology)</p> 	<p>What did Brunel do for Great Britain?</p> <ul style="list-style-type: none"> • Know that there are different types of the same structures (e.g. many different types of bridges) • Know different ways that paper can be joined together (including gluing, sellotape / masking tape) • Know how products can be made stronger, stiffer and more stable. • Know how and why design criteria are used • Know how to compare and evaluate existing products
<p>Being a Geographer</p> 	<p>What makes my town unique?</p> <p>Place knowledge</p> <ul style="list-style-type: none"> • Know that we live in Corsham, which is in England and is part of the United Kingdom. • Know some of the features of a city, town or village • Know and name the nearest cities, towns, and villages to Corsham • Know that the United Kingdom is part of Europe and name the 4 capital cities of the United Kingdom • Name the seven continents and five oceans of the world. • Know where to find the Equator on a globe or a map and the location of hot and cold areas of the world. • Know that Reykjavik is in Iceland. • Know that both Great Britain and Iceland are islands <p>Human and physical geography</p> <ul style="list-style-type: none"> • Know the main physical and human features in Corsham and Reykjavik • Identify similarities and differences of Corsham and Reykjavik (physical and human features) <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> - key physical features, including beaches, cliffs, coasts, forests, hills, mountains, seas, oceans, rivers, soil, valleys, vegetation, seasons and weather - key human features, including cities, towns, villages, factories, farms, houses, offices, ports, harbours and shops <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • Use maps, globes and atlases to locate Corsham and the nearest cities, towns and villages and Reykjavik. • Use aerial photographs and plans to recognise landmarks/human/physical features of Corsham and Reykjavik <p>Use world maps, atlases and globes to identify the UK, its countries and capital cities, continents and oceans</p>
<p>Being an Historian</p> 	<p>What did Brunel do for Great Britain?</p> <ul style="list-style-type: none"> • Isambard Kingdom Brunel was a significant engineer • Know why Brunel is a significant engineer and what he left behind- e.g.- railways, tunnels etc • Know that Brunel left a legacy and his achievements are still used today- Clifton Suspension Bridge, Box tunnel etc • Know that Brunel was significant 'Beyond Living memory' • Know that the launch of SS Great Britain was a significant global event beyond living memory • Understand that 'Beyond Living Memory' is a longer duration than 'Within Living Memory' • Order 5/6 events of Brunel's life in chronological order • Know different ways of finding out about the past- photos, artefacts, videos, books, museums etc

<p>Being an Artist</p> 	<p>What makes my town unique?</p> <ul style="list-style-type: none"> • Experiment with different brushes (including brushstrokes) and other painting tools • Mix primary colours to make secondary colours • Add white and black to alter tints and shades • Use a combination of materials that have been cut, torn and glued
<p>Being an Athlete</p> 	<p>Dance</p> <ul style="list-style-type: none"> • Perform basic actions with control and consistency at different speeds and on different levels and work as part of a group to create and perform short movement sequences (challenging themselves to move imaginatively) to music <p>Games</p> <ul style="list-style-type: none"> • Develop hitting skills with a variety of bats • Practice feeding/bowling skills • Hit and run to score points in games <p>Real PE- Health and fitness</p> <ul style="list-style-type: none"> • Say how your body feels before, during and after exercise. Use equipment appropriately and move and land safely.
<p>Being a Philosopher (Religious Education)</p> 	<p>Discovery RE</p> <p>Islam-Does praying at regular intervals help a Muslim in his/her everyday life?</p> <ul style="list-style-type: none"> • I can use the right words to describe how Muslims pray and begin to explain why they do this. <p>Christianity- How important is it to Christians that Jesus came back to life after his crucifixion?</p> <ul style="list-style-type: none"> • I can recall what Christians believe happened on Easter Sunday.
<p>Being a Philosopher (PSHE)</p> 	<p>Jigsaw</p> <p>Dreams and Goals:</p> <ul style="list-style-type: none"> • I can choose a realistic goal and think about how to achieve it • I carry on trying (persevering) even when I find things difficult • I can work well in a group <p>Healthy me:</p> <ul style="list-style-type: none"> • I know what I need to keep my body healthy • I know some things that make me feel relaxed • I understand how medicines work in my body and how important it is to use them safely

Other Information:

Home Learning is posted on Seesaw on a Friday and should be uploaded a fortnight later. Children can select any task to complete from the Home Learning Log Sheet, completed over a double page spread in the book and photographed. Children should be practising their spellings and reading regularly at home as on-going tasks. There will be two PE sessions a week, one inside and one outside. Please ensure your child has a complete labelled PE kit, including some tracksuit bottoms for outdoor games.

Children can bring daily tuck of plain biscuits or fruit. Please can your child bring in a full water bottle to school daily.

Year 2 Team