




# Corsham Primary School






## Parent/Carer Curriculum Newsletter




Year: 2      Class Teachers: Mrs Burton and Miss White

### Autumn Term 2024 (4/9/24 – 20/12/24)

Your child will be focusing on the following objectives this term:

<p><b>Being a Mathematician</b></p> 	<p><b>Number and place value to 100</b></p> <ul style="list-style-type: none"> <li>Recognise the place value of each digit in a two-digit number (tens and ones)</li> <li>Flexibly partition numbers into tens and ones</li> <li>Compare and order numbers from 1 up to 100; use &lt;, &gt; and =</li> <li>Count in 2's, 5's and 10's</li> <li>Count in 3's</li> </ul> <p><b>Addition and Subtraction to 100</b></p> <ul style="list-style-type: none"> <li>Fluently say addition and subtraction number bonds to 20</li> <li>Know multiples of ten number bonds to 100</li> <li>Add and subtract a 1-digit number from a 2-digit number (across a 10)</li> <li>Add and subtract a 2-digit number from a 2-digit number (across 10)</li> <li>Solve missing number problems</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>Recognise and describe 2D and 3D shapes</li> <li>Use the vocabulary faces, edges and vertices to describe 3D shapes</li> <li>Use the vocabulary sides and corners to describe 2D shapes</li> <li>Identify lines of symmetry</li> <li>Sort 2D and 3D shapes</li> </ul>
<p><b>Being an Author – Writer</b></p> 	<ul style="list-style-type: none"> <li>Demarcate sentences using full stops and capital letters</li> <li>Form correctly sized and orientated lower- case letters, capital letters and digits</li> <li>Use noun phrases to describe and specify people, places and things</li> <li>Write more than one idea and group related information</li> <li>Write coherently e.g. ordering information into simple sections with 2-4 related sentences. Writing should make sense to the reader</li> <li>Ongoing learning will include phonic knowledge, spelling rules, grammar, sentence work and reading comprehension skills</li> </ul>
<p><b>Being an Author – Reader</b></p> 	<p><b>Applying phonics</b></p> <ul style="list-style-type: none"> <li>Know that phonemes may be represented by different graphemes</li> <li>Know that familiar words do not need to be sounded out and blended</li> <li>Read familiar words automatically and accurately without sounding or blending</li> </ul> <p><b>Reading for pleasure</b></p> <ul style="list-style-type: none"> <li>Know that there are different kinds of stories</li> <li>Listen to or read a range of different kinds of stories</li> <li>Know that non-fiction books are organised differently from fiction texts</li> <li>Know that books or texts have a purpose</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>Know the difference between poetry and narrative</li> <li>know that there are different kinds of</li> <li>Listen to different kinds of poetry</li> <li>Talk about books or poems read</li> <li>Know that stories and poems can have patterned or recurring literary language</li> </ul> <p><b>Reading fluently with accuracy and understanding</b></p> <ul style="list-style-type: none"> <li>Know that the purpose of reading is to make meaning</li> <li>Check that text read makes sense</li> <li>Re-read when they have lost the meaning</li> </ul>

<p><b>Being a Scientist</b></p> 	<p><b>What is my classroom made of?</b></p> <ul style="list-style-type: none"> <li>• Know that different materials are useful because of their properties</li> <li>• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>• Carry out simple tests to find the best material for a purpose</li> <li>• Know how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul> <p><b>How can we lead a healthy life?</b></p> <ul style="list-style-type: none"> <li>• Know that the food we eat is generally grown, harvested and prepared before we eat it</li> <li>• Everything that grows, humans, plants and animals need water, food (nutrition) and air to survive.</li> <li>• We need to eat food that is broad and balanced.</li> <li>• Know different sources of food and understand that most food is part of a food chain</li> <li>• Understand the differences between wild and farmed food</li> <li>• Perform simple tests to understand why we need to exercise</li> </ul>
<p><b>Being an Engineer (Design Technology)</b></p> 	<p><b>What could my classroom be made of?</b></p> <ul style="list-style-type: none"> <li>• Know how different common materials are used</li> <li>• Know that materials are chosen according to their purpose</li> <li>• Choose materials for a specific purpose and explain why they have chosen them</li> <li>• Assemble and join materials and components in different ways, including glue, Sellotape and masking tape.</li> <li>• Know how to tie a knot</li> </ul> <p><b>How can we lead a healthy life?</b></p> <ul style="list-style-type: none"> <li>• Peel and slice carrots using peelers and knives</li> </ul>
<p><b>Being a Musician</b></p> 	<p><b>How can we help?</b></p> <ul style="list-style-type: none"> <li>• Know how music can be used instead of speech to convey tone</li> <li>• Know how voices and untuned instruments can be combined to create a sound track</li> <li>• Know how tempo (speed) and dynamics (volume) can create different moods</li> </ul>
<p><b>Being an Artist</b></p> 	<p><b>How can we help?</b></p> <ul style="list-style-type: none"> <li>• Know how to use sketching techniques to draw a blob person, using stick figures and proportion</li> <li>• Know the effect of different grades of pencil</li> <li>• Know a variety of techniques that can be used to make a simple model person</li> </ul> <p><b>How can we lead a healthy life?</b></p> <ul style="list-style-type: none"> <li>• Discuss the work of the artist: Giuseppe Arcimboldo and know what he is most famous for.</li> <li>• Investigate the use of colour and lines to sketch different vegetables</li> <li>• Print with vegetables and discuss the patterns they make by pressing, rolling, rubbing and stamping.</li> </ul>
<p><b>Being an Athlete</b></p> 	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>• Send and receive a ball using feet</li> <li>• Control bodies and a range of equipment</li> <li>• Link a combination of skills e.g. dribbling and passing</li> <li>• To use a bounce pass</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Balance on a variety of body parts</li> <li>• To create power in a variety of different jumps</li> <li>• To smoothly link actions</li> <li>• To travel at different speeds</li> </ul>

<p><b>Being a Philosopher (Religious Education)</b></p> 	<p><b>Discovery RE</b>          Christianity- Is it possible to be kind to everyone all of the time?          Christianity- Why do Christians believe God gave Jesus to the world?</p> <ul style="list-style-type: none"> <li>• I can retell a story Jesus told about being kind</li> <li>• I can give examples of when Jesus showed kindness</li> <li>• I can retell the Christmas story</li> <li>• I can begin to explain that Christians believe Jesus was a gift from God</li> </ul>
<p><b>Being a Philosopher (PSHE)</b></p> 	<p><b>Jigsaw</b>  <b>Being Me In My World:</b></p> <ul style="list-style-type: none"> <li>• I can identify some of my hopes and worries for this year</li> <li>• I can listen to other people</li> <li>• I can recognise the choices I make and understand the consequences</li> </ul> <p><b>Celebrating Difference:</b></p> <ul style="list-style-type: none"> <li>• I understand that sometimes people make assumptions about boys and girls (stereotypes)</li> <li>• I understand that bullying is sometimes about difference</li> <li>• I understand right from wrong</li> <li>• I understand it is ok to be different from other people</li> </ul>
<p><b>Being a Linguist</b></p> 	<p><b>Spanish</b></p> <ul style="list-style-type: none"> <li>• Names of animals</li> </ul>

### Other Information:

#### Reading

We greatly appreciate the continued support you provide when reading with your child. In Year 2, the expectation for reading at home is between 10 and 20 minutes per evening (reading to an adult). If your child needs a new reading book they can put their reading record and reading book in the labelled box. Please add a short comment or sign the reading log to indicate the book has been read.

In addition to their RWI books, children are encouraged to read a wider selection of texts. We want all our children to have a love of reading so we encourage families to enjoy reading anything and everything at home: favourite books, e-books, library books, recipes, road signs, subtitles on children's films or TV programs, cereal boxes, logos, menus etc.

Each week, the children will also bring home a reading for pleasure book which they will select themselves.

#### Parent Helpers

We welcome parent helpers into the classroom after October half term which gives time for the children to settle in their new classes. If you have a current DBS certificate, please approach your child's teacher if you would like to become more involved.

#### Home Learning

Home Learning will continue to be uploaded to Seesaw on a Friday and completed a fortnight later.

#### Tuck

In Year 2, the children can continue to bring in their own healthy snack to eat during the morning break time. A healthy tuck could include:

- Types of plain biscuits, rice cakes, oat cakes, plain popcorn, bread sticks, crackers etc

- Any fresh or dried fruit/vegetables
- Any snacks which are real fruit/vegetable based – e.g Fruit Winders, Bear Yo-Yos/claws etc.

We kindly ask that children do **not** bring in crisps or any food containing nuts or dairy products eg dippers, yoghurts, chocolate spread etc. **This is vital to protect our children with allergies. To avoid confusion please avoid dairy free alternatives.**

We ask that all children bring in a **named** water bottle to sip water throughout the day please.

## **PE**

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 track suit bottoms for outdoor games.

Thank you.

Year 2 Team