



Year 2
**Curriculum Meeting for Parents
and Carers**

Spring 2
Key Information and Dates

Who is working in Year 2?

Belgium:

Ms Z Iqbal

Italy:

Ms F Ahmed

Spain:

Ms A Begum

Poland:

Ms T Choudhury

Classroom Practitioner:

Ms T Cable

Year Group Leader:

Ms Z Iqbal

Phase Leader:

Ms S Reay





A Typical Day

Mornings

- 8:45 - Soft Start (*Registers Close - 9:00*)
- 9:00 - Arithmetic/Handwriting/Library
- 9:30 - English
- 10:30 - Break
- 10:45 - Maths
- 11:45 - Lunch

Afternoons

- 12.30 - Afternoon Registration and Assembly
- 12.45 - Take One Book
- 13:30 - Foundation subjects
- 14:15 - Foundation subjects
- 15.00 - Story
- 15.15 - Home time

Our PPA Day will usually be on Wednesday

PPA (Specialist Teachers)



Mr Gillingham - Art

Ms Valverde - Spanish

Mr Kai - PE

Ms Calver - History
and Geography

Spring 2 Theme: Mother Nature

Big Question: How can Mother Nature help us to stay healthy?



Rights Respecting Schools

Children's rights are learned, taught, practised, respected, protected and promoted.



Personal Development

SMSC - spiritual, moral, social and cultural development.

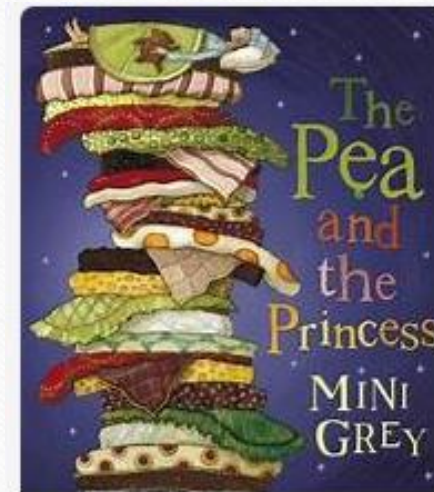
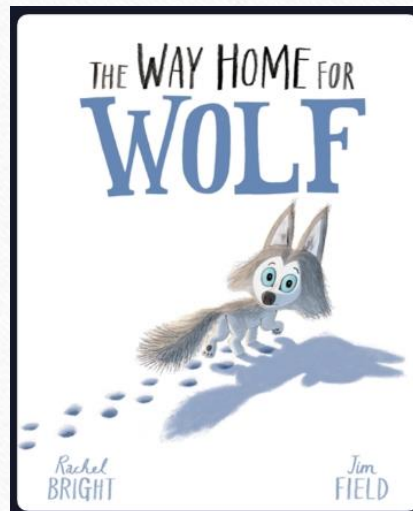


Fundamental British Values

Democracy, individual liberty, rule of law, mutual respect and tolerance of different faiths and beliefs.

English Texts

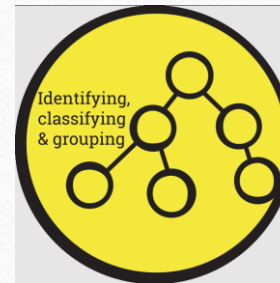
- English Lessons - Mother Nature
- Writing own narratives that involve an adventure.
- This is child interest led and will culminate in children being authors of their own individual stories.
- Take One Book





Science – Animals including humans - basic needs and health

Working scientifically skills:

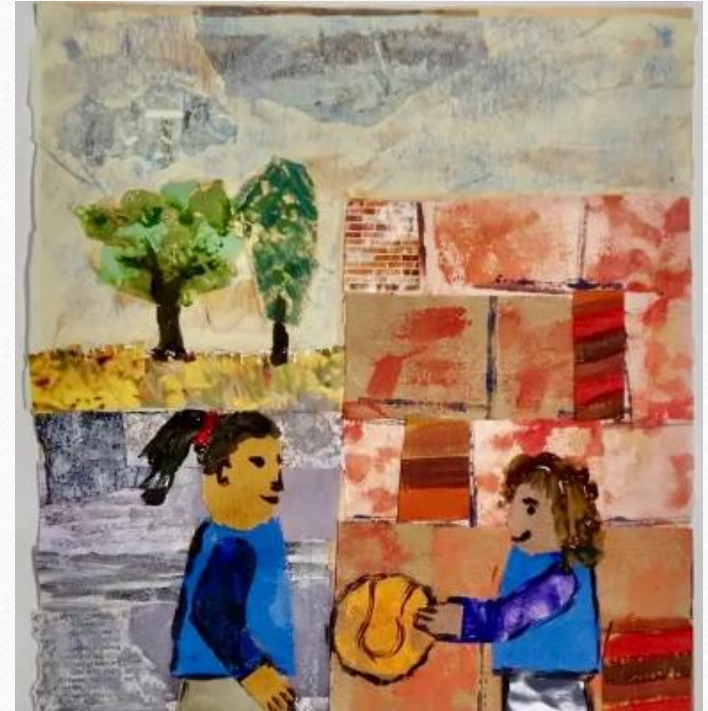


- Notice that animals, including humans, have offspring which grow into adults.
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.



Art and Design

- *Kapow Scheme of Work*
- Painting and Mixed Media : Life in colour
- Colour magic
- Texture Hunt
- Making Textures
- Collage Creation
- Developing Detail





Design and Technology

- *Kapow Scheme of work*
- Textile - Pouches
- Running stitch
- Using a template
- Making a pouch
- Decorating a pouch





Computing

- **NCCE Scheme of Work**
- **Pictograms**

| Lesson | Brief overview | Learning objectives |
|--------------------------|---|---|
| 1 Counting and comparing | During this lesson learners will begin to understand the importance of organising data effectively for counting and comparing. They will create their own tally charts to organise data, and represent the tally count as a total. Finally, they will answer questions comparing totals in tally charts using vocabulary such as 'more than' and 'less than'. | To recognise that we can count and compare objects using tally charts <ul style="list-style-type: none"> • I can record data in a tally chart • I can represent a tally count as a total • I can compare totals in a tally chart |
| 2 Enter the data | During this lesson learners will become familiar with the term 'pictogram'. They will create pictograms manually and then progress to creating them using a computer. Learners will begin to understand the advantages of using computers rather than manual methods to create pictograms, and use this to answer simple questions. | To recognise that objects can be represented as pictures <ul style="list-style-type: none"> • I can enter data onto a computer • I can use a computer to view data in a different format • I can use pictograms to answer simple questions about objects |
| 3 Creating pictograms | During this lesson learners will think about the importance of effective data collection and will consider the benefits of different data collection methods: why, for example, we would use a pictogram to display the data collected. They will collect data to create a tally chart and use this to make a pictogram on a computer. Learners will explain what their finished pictogram shows by writing a range of statements to describe this. | To create a pictogram <ul style="list-style-type: none"> • I can organise data in a tally chart • I can use a tally chart to create a pictogram • I can explain what the pictogram shows |
| 4 What is an attribute? | During this lesson learners will think about ways in which objects can be grouped by attribute. They will then tally objects using a common attribute and present the data in the form of a pictogram. Learners will answer questions based on their pictograms using mathematical vocabulary such as 'more than'/'less than' and 'most'/'least'. | To select objects by attribute and make comparisons <ul style="list-style-type: none"> • I can tally objects using a common attribute • I can create a pictogram to arrange objects by an attribute • I can answer 'more than'/'less than' and |

| | | |
|--------------------------|--|---|
| | | 'most/least' questions about an attribute |
| 5 Comparing people | During this lesson learners will understand that people can be described by attributes. They will practise using attributes to describe images of people and the other learners in the class. The learners will collect data needed to organise people using attributes and create a pictogram to show this pictorially. Finally, learners will draw conclusions from their pictograms and share their findings. | To recognise that people can be described by attributes <ul style="list-style-type: none"> • I can choose a suitable attribute to compare people • I can collect the data I need • I can create a pictogram and draw conclusions from it |
| 6 Presenting information | During this lesson learners will understand that there are other ways to present data than using tally charts and pictograms. They will use a pre-made tally chart to create a block diagram on their device. Learners will then share their data with a partner and discuss their findings. They will consider whether it is always OK to share data and when it is not OK. They will know that it is alright to say no if someone asks for their data, and how to report their concerns. | To explain that we can present information using a computer <ul style="list-style-type: none"> • I can use a computer program to present information in different ways • I can share what I have found out using a computer • I can give simple examples of why information should not be shared |

PSHE



- Topic: Healthy Me
- Being Healthy - I know what I need to keep my body healthy
- Being relaxed - I can persevere when I find tasks difficult
- Medicine safety - recognising who I can work with easily and who I find difficult to work with.
- Healthy Eating - working cooperatively in a group to create an end product.
- The Healthy Me Café - knowing how to share success with other people.
- Parents and carers can find copies of the letters regarding the PSHE curriculum, and about the books used in PSHE Read Aloud, on the school website.



Religious Education (RE)

- **Big Question:** What can we learn from special stories
- How do we know that Easter is coming? What special story is told at Easter?
- In Year 2 pupils will be taught to:
- Sequence the Easter story and say why it is important to Christians
- Explain what a Christian might learn from celebrating the Last supper
- Design an Easter card using more than one symbol and write a message to a Christian inside





Spanish

- Farm animals and the story: Oso Pardo, Oso Pardo by Bill Martin Jr/Eric Carle.
- Children will learn the names of some farm animals. They will also describe them using colours and sizes.





Physical Education

- PE Days - Tuesday and Wednesday
- Class teacher - Dance - Water
- PE teacher - Gymnastics - Pathways





Music

-
- Peter and the Wolf Revisited
 - (Prokofiev)





Key Events Coming Up This Year...

Educational Visits

- The children will be visiting St George and St Ethelberts Church in connection with our Religious Education topic: 'What special stories are told at Easter?'
- dates are yet to be confirmed



Home Learning

- Each child should read at home every day for at least 10-15 minutes. **They** record this at least 5x a week in the reading records.
- The children will bring home their RWI spelling log book that contains spellings that the individual child needs to rehearse (words that the child is struggling with).
- 10 spellings will be sent home each week from the National Curriculum. They will be tested on these spellings in the following week.
- Online Times Tables Rock Stars (TTRS) activities - *Focus on x2, x5 and x10*
- **Optional:** Half termly project based on the whole school theme for the half term and the year group 'big question'.



Supporting Pupils at Home

- Please ensure that your child reads every evening (aim for 20 minutes). You can help by discussing the meaning of key words and asking questions about the book that your child is reading.
- Ensure that an adult has signed the child's reading record each day.
- Encourage your children to read a range of reading material - magazines, graphic novels, newspapers etc.
- Children also benefit from being read to.



Any Questions?

