

Year 2 Programmes of Study...Autumn Term 2017

Welcome to Year 2!

I hope you have all had an enjoyable and relaxing Summer break. We were lucky with the weather this year thank goodness.

As often happens, the boys will need a short time to re-settle to school routines so please let me know if your son is anxious about anything. It is a long term so early nights will benefit all!!!

We always enjoy sharing relevant books or items of interest relevant to our topics that your son brings to school. Thank you!

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<p>Week beginning</p>		<p><u>Literacy</u></p> <p>Stories with familiar settings</p> <p>Information texts</p> <p>Poems: The Senses</p> <p>Traditional stories</p> <p>Poetry...Silly Stuff e.g. limericks</p> <p>Postcards and letters/diaries</p>	<p>Parental help at home: daily reading and spelling patterns; talking about punctuation found in books; preparation for Show and Tell; encouraging list writing and labelling plans/drawings: homework extensions.</p>
	<p align="center">Grammar/writing focus</p> <p>We are aiming for more independent writing using word banks and spelling books as aids.</p>	<p align="center">Spelling patterns</p> <p>We are revisiting vowel blends this term and how root words change with time.....past, present, future. We are also exploring how, when 'ing' or 'ed' is added to a word, the consonant is doubled</p>	<p align="center">Public Speaking (Show and Tell)</p> <p>These themes are in line with what we are studying. <u>This is a curriculum subject and I expect all boys to take part each week.</u></p> <p>The aim of the subject is to help the boys speak articulately, clearly and with subject knowledge on something of interest to them. Some of the speakers are particularly good at remembering that they have an audience, stand well, speak out with confidence and allow questions. They will also have researched their subject. Rewards in the form of house points are given to all those taking part</p>

4th Sept	<p>Diary - holiday. Independently choose what to write about, plan and follow it through. - Use and distinguish past and present text. Use time connectives.</p> <p>Postcards</p> <p>Demarcate sentences using capital letters at the start and full stops, exclamation or question marks at the end</p>	Assessment	Holiday diary and photographs/postcards
11th Sept	Information texts; how they are set out with headings, captions, contents pages, indexes, glossaries	<p>Revise long vowels /ae/,</p> <p>words with different representations of the same phoneme</p>	Sport - either a piece of equipment or a book all about your favourite sport...or both!
18th Sept	Information texts; identifying features in a book	Revise long vowels /ee/	I have found out something about... (own choice, but using independent research skills)
25th Sept	Poems...The senses; adjectival phrases	<p>Revise long vowels /,ie/</p> <p>• words ending in the long vowel</p>	Something I like to eat (taste)...share photographs or even the actual food!!!
2nd Oct	Poems...The senses; acrostics, shape poems traditional rhymes	<p>Revise long vowels /oe/,</p> <p>where long vowel is followed by a consonant</p>	My favourite poem
9th Oct	<p>Story writing</p> <p>Fiction Stories with familiar settings • Oral and written retelling - Use conjunctions to join ideas in longer sentences Co-ordination: using 'and', 'or' and 'but' (Compound) Subordination: using 'when', 'where', 'if', 'that' and 'because' (Complex)</p>	<p>/ue/</p> <p>• where long vowel is a split digraph</p>	My favourite story
16th Oct	<p>Fiction Explore stories with patterned language Invent and write new stories based on</p>	<p>. adding 'ing', 'ed' to words past present future</p>	Awards or achievements outside school

	story patterns		
23rd Oct - 1st Nov	HALF TERM		
30th Oct	Traditional stories - Use adjectives to describe nouns	• a single consonant (therefore this letter must be doubled)	Something I cooked at home...a photograph will do!
6th Nov	Traditional stories - story writing	• a single consonant represented by two or three letters.	My favourite bedtime toy
13th Nov	Poetry...silly stuff eg limericks Use adjectival phrases to describe nouns	Where a long vowel is a split digraph	Learn a tongue twister to share with the class!
20th Nov	Poetry...silly stuff eg limericks Introduce adverbs	add 'ly' to create adverbs	Something made from wood
27th Nov	letters/diaries - introduce apostrophes for contracted forms - relate this to differences between spoken & written English	• words ending in the long vowel	Something made from metal
4th Dec	Write lists - Use commas in making lists Letter writing --Use and distinguish past and present text	Revision of grammar and spelling	Something made from plastic
11th Dec	Assessment	assessment	Free choice

Week beginning	Numeracy	Tables
4th Sept	Number - Number and Place value. Recognise, count, read, write, compare and order numbers to at least 50. Identify the number of tens and ones in a 2-digit number.	1x

	Recognise and use the equality signs \leq \geq and $=$ signs. Apply knowledge of place value to solve problems	
11th Sept	<p>Number - Addition and Subtraction</p> <p>Recall addition and subtraction facts to 20. Identify all four addition and subtraction calculations from a number 'trio'. Write the inverse calculation for a given addition or subtraction calculation. Understand that addition of 2 numbers can be done in any order and subtraction of one number from another cannot. Understand subtraction as 'finding the difference'.</p>	2x
18th Sept	<p>Geometry - Properties of shapes</p> <p>Recognise and use 2D shapes. Describe and match the properties of 2D shapes including number of sides and vertices. Identify vertical line symmetry in 2D shapes. Draw straight lines using a ruler and join straight lines to form accurate 2D shapes. Sort shapes using a given criteria and identify different ways of sorting 2D shapes. Understand the term 'quadrilateral'.</p>	10x
25th Sept	<p>Number - addition and subtraction</p> <p>Recall addition and subtraction facts to 20 with confidence. Identify numbers that are 10 times larger than numbers 1-10. Recognise and continue patterns of similar calculations. Relate addition of numbers to 10 to addition of multiples of 10 (to 100). Subtraction likewise. Identify how a similar calculation can be used to help answer an unknown calculation.</p>	5x
2nd Oct	<p>Number - addition and subtraction</p> <p>Add/subtract a 1-digit number to a multiple of 10. Use addition/subtraction to calculate a missing number in an addition or subtraction calculation.</p>	3x
9th Oct	<p>Measurement (length and height)</p> <p>Understand what is meant by length, height, and width/breadth. Estimate and measure lengths, heights and widths of different objects. Use rulers to measure accurately. Compare and order 2 or more lengths,</p>	11x

	heights or widths. Record measurements using \geq , \leq and $=$.	
16th Oct	ASSESSMENT	Revise
HALF TERM		
30th Oct	<p>Number - multiplication and division including Number and place value.</p> <p>Accurately count in steps of 2 and recognise the multiples of 2 up to 50. Recognise and use the \times and $=$ signs correctly. Recognise multiplication facts for the 2x table and begin to write the corresponding multiplication fact for a given situation. Recognise and use the \div sign. Begin to recognise the relation between division and multiplication.</p>	4x
6th Nov	<p>Number - multiplication and division including Number and place value.</p> <p>Accurately count in steps of 5 and recognise multiples of 5 up to 100.. Recognise and use the \times and $=$ signs correctly. Recognise multiplication facts for the 5x table and begin to write the corresponding multiplication fact for a given situation. Recognise and use the \div sign. Begin to recognise the relation between division and multiplication applying their knowledge of the 5x table to division. Apply knowledge of multiplication and division to solve problems.</p>	9x
13th Nov	<p>Geometry - position and direction</p> <p>Identify, continue and create patterns and sequences including using 2D shapes. Describe and locate the position of a square on a grid of squares with rows and columns labelled. Use north, south, east and west to locate and describe direction.</p>	6x
20th Nov	<p>Number - multiplication and division including number and place value</p> <p>Accurately count in steps of 10 and recognise multiples of 10 up to 100.. Recognise and use the \times and $=$ signs correctly. Recognise multiplication facts for the 10x table and begin to write the corresponding multiplication fact for a given situation. Recognise and use the \div sign. Begin to</p>	7x

	recognise the relation between division and multiplication applying their knowledge of the 10x table to division. Apply knowledge of multiplication and division to solve problems	
27th Nov	<p>Number - Fractions</p> <p>Recognise and find $\frac{1}{2}, 1/4, 2/4, 3/4$ of a shape. Share objects equally into 2 or 4 groups. find half a set of objects, identify whole set of objects when half is known. Find a quarter and three quarters of a set of objects. Know that 2 halves/four quarters make a whole. Recognise 2 quarters as a half.</p>	8x
4th Dec	<p>Measurement - time</p> <p>Tell and write the time to quarter past/to the hour. Tell and write the time to five minutes past the hour. Know the number of minutes in an hour, half and hour, quarter and three quarters of an hour.</p>	Assessment
11th Dec	Assessment	Assessment

<u>Science</u>	Parental support- looking at familiar objects in relation to how things move; investigating the variety of living things in the local environment, helping the boys make sound observations of the world around them... visiting local wildlife centres or science museums.
Health and Growth	Grouping and changing materials
<p>The boys will learn that animals (including humans) grow and reproduce. They can use ideas about feeding and growth to learn about ways we need to look after ourselves to stay healthy.</p> <p>Experimental and investigative work focuses on:</p> <ul style="list-style-type: none"> • making and recording observations and simple comparisons • presenting information in charts and tables. <p>The boys will also have opportunities to consider ways in which science is relevant to their personal health and to relate science to aspects of their everyday life (food, exercise, medicines), and to recognise and control hazards and risks to themselves.</p> <p>We will be following the Paralympics in Rio and discovering how people overcome difficulties to be the best in a given sport.</p>	<p>The boys will learn to distinguish between an object and the material from which it is made. They learn about some of the ways materials can be changed and that heating can cause changes which produce materials which are often useful.</p> <p>Experimental and investigative work in this unit focuses on:</p> <ul style="list-style-type: none"> • thinking about what is expected to happen • making and recording observations and comparisons • deciding whether a test is fair. <p>The investigations also offer opportunities for the boys to relate science to domestic contexts... <i>eg cooking...</i> and to recognise hazards and risks to themselves, understanding how to control these.</p>

<u>Humanities</u>	Parental support -Look at pictures and handle real artefacts from the past. Bring findings/objects into school for discussion. Visit museums and relevant websites.
An Island Home (Using the Katie Morag stories by Mairi Hedderwick and my own regular visits to the Outer Hebrides)	The Great Fire of London
<p>This unit shows how a storybook can be used to develop the boys' understanding of geographical features and ideas while at the same time developing their literacy skills. This story is about an imaginary Scottish island. It also offers opportunities for children to express their own views about people, places and environments.</p> <p>It will increase geographical enquiry and skills by allowing the boys to;</p> <p>ask geographical questions; express own views; communicate in different ways; use geographical vocabulary; use globes, maps and plans; use secondary sources; make maps and plans</p>	<p>This study links an important event beyond living memory in British history, the Great Fire of London, with a famous person, Samuel Pepys. Children develop their sense of chronology and consider why the Great Fire happened, its results and the different ways it is represented.</p> <p>It focuses on developing children's understanding of the passing of time, and develops what they have learnt about other events in History (e.g. The Gunpowder Plot,) by placing a specific event in a chronological framework.</p>

Other curriculum areas

Parental support- Play physical activities in the garden or park to encourage development of gross motor skills.
Experiment with art media, use scissors, glue, glitter, paint, dough and clay.
Encourage musical appreciation and experimentation. Sing songs and rhymes together, make up silly poems and ditties

<u>PE and Games (Mr Bovingdon)</u>	<u>Art/DT</u>
<p>Acquiring and developing skills</p> <p>Ball games Cross country Football/rugby skills Co-operative games</p> <p style="text-align: center;">Evaluating and improving performance_</p> <p style="text-align: center;"><u>French (Miss Jenkins)</u></p> <p>Continuing to develop the vocabulary built up in Reception and Year 1 and starting to write in French</p> <p style="text-align: center;"><u>Music (Music Teacher)</u></p> <p>Continuing to develop a personal style in singing, playing and understanding music.</p>	<p><u>Self Portrait</u> The boys will create a self-portrait to communicate ideas about themselves. They talk about images of children in drawings, paintings and photographs and artists' self-portraits in order to develop ideas about how they will portray themselves. They investigate a range of drawing materials and techniques and learn how to mix and use colour in a painting.</p> <p><u>Smoothie making</u></p> <p>The boys will learn basic food preparation techniques and ways of combining components to create simple food products for a particular purpose. They develop their designing skills by using their own experiences and evaluating existing products to develop ideas. Through discussion, they develop criteria for their design proposals and suggest ways to proceed. They develop their making skills by learning to combine components according to taste, appearance or texture to create a product that contributes to a healthy diet. Through this activity children develop an awareness of health and safety and learn that the quality of the product depends on how well it is made and presented. (Please let me know if your son has any food allergy or dietary need as we will be creating and eating our own recipe</p> <p><u>Cooking</u>...Experimenting with cooling and heating to see reversible and irreversible changes</p> <p><u>Christmas Art</u> Using varying techniques and materials to create wall displays and gifts.</p>

<p style="text-align: center;"><u>PSHE</u></p> <p style="text-align: center;"><u>Celebrating Differences</u></p> <p>The Jigsaw themes which are used throughout the school are aimed at teaching our boys Emotional Literacy, encouraging Social Skills and Spiritual Development. The theme this term is accepting that everyone is different, including others in working and playing, solving problems, using kind words and giving and receiving compliments.</p> <p style="text-align: center;"><u>Dreams and Goals</u></p> <p>To stay motivated when something is challenging, working well together, having a positive attitude, and helping others to achieve their goals while achieving ours.</p>	<p style="text-align: center;"><u>Outdoor Learning</u></p> <p>As part of our ongoing theme of 'Outdoor Learning', the Pre-prep will be enriching their curriculum with exciting woodland encounters at Pangbourne College. The boys will be working on scientific, creative, linguistic and social activities whilst also enjoying positive woodland experiences. Please see attached timetable for slight changes to our weekly routine.</p>

Homework

I hope the table below helps to clarify homework routine for you. Please date, sign and record your son's extra reading in the yellow reading record each night. Please ensure that the targets are completed each week and spellings are practiced each night. The homework book needs to be returned for marking on THURSDAY and will be returned to you on Friday.

When your son brings home an extension activity such as a book review, please complete and return when the book is completed. Thank you.

Monday	Tuesday	Wednesday	Thursday	Friday
Reading	Reading	Reading	Reading	Reading - a library book to share
Spellings	Spellings	Spellings	Spellings	Spelling test
Tables	Tables	Tables	Tables	Tables test
Homework sheet	Homework sheet	Homework sheet	Homework sheet	Target