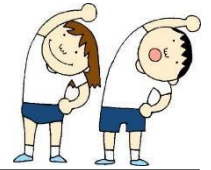




YEAR 2 AUTUMN TERM CURRICULUM LETTER 2024

On PE days, children will be coming into school wearing school uniform. They will then change in school and come home wearing their PE kits. Year 2 P.E. days are on a Thursday this term. Please see the school website for details of our PE kit.



Your child will be continuing with Forest School. On Forest School days, please send your child into school in their forest school clothes; these should be clothes that are warm and that you are happy for your child to get dirty. They must wear long sleeves and trousers to forest school to protect their skin. The children will go to forest school in all weathers, they will need a coat if it is due to rain. Please send your child in with shoes they can wear in the classroom and then welly boots/sturdy shoes (in a named carrier bag) that your child can change into before going to forest school.

Miss Drew's and Miss Tominey's classes will be going to Forest School on a Tuesday. Miss Wood's class will be going to Forest School on a Friday.

Year 2 will be changing their reading books on a **Friday**.

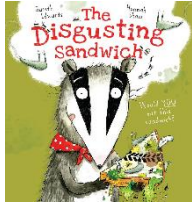
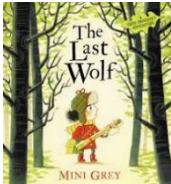
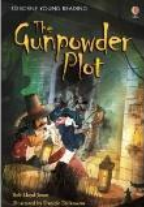
Miss Drew's and Miss Tominey's classes will be visiting the library on a Friday
Miss Wood's class will be visiting on a Tuesday.

Please do make sure that your children are bringing all their books in on a Friday so that they can be changed.

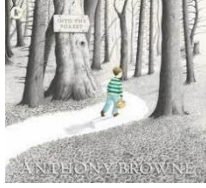


CURRICULUM INFORMATION

During the term we will be teaching all subjects within the Primary National Curriculum. Below are some of our **key** topics with some useful websites and places you may like to visit to further support your child's learning.

| Subject | Areas being taught | Suggestions for Support |
|----------|--|---|
| Literacy | <p>We will be basing our learning around the following texts/writing stimulus:</p> <p>Autumn 1</p> <ul style="list-style-type: none"> • Diamante Poems • The Disgusting Sandwich  <p>Autumn 2</p> <ul style="list-style-type: none"> • The Last Wolf • Into the Woods • The Gunpowder Plot   | <p>This year your children will continue to consolidate the important skills that they have learned in Year 1. Here are some suggestions of activities that you could try at home:</p> <ul style="list-style-type: none"> • Ensure that your children are confident in spelling the Y1 common exception words both in isolation but also in application. Can they create their own funny sentences with 3 or 4 of the common exception words in? • Find fun ways to practise the first set of Y2 common exception words at home. Practise them in small sets of 3 or 4 words. You could use chalk, shaving foam, scrabble letters, sticks and mud, paint brushes and water, or cut out letters from newspaper headlines. • Spend some time looking at different word classes: <ul style="list-style-type: none"> ○ nouns (a person, a place or an object) ○ adjectives (a word that describes the noun) ○ verbs (an action that you can do) <p>-Maybe you could play some games of Simon Says to see if your child can think of a variety of verbs?</p> |



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| |  | <p>-Whilst out on a walk, what adjectives could you use to describe different things that you can see?</p> <ul style="list-style-type: none"> • Ensure your child is reading EVERY day. This doesn't have to be just their school reading books – what about magazines? Instructions? • Read some traditional tales and see if your children can twist (change) them? For example, 'The Three Little Pigs' and 'The True Story of the Three Little Pigs'. |
| <p>Maths</p> | <p>This term our learning will focus on:</p> <ul style="list-style-type: none"> • Place value of numbers up to 100 – this will include understanding the value of each number, as well as ordering and comparing numbers • Counting forwards and backwards from any number within 100. • Number bonds (up to and within 20) • Addition and subtraction (up to 100) • Counting in steps of 2, 3, 5 and 10s | <p>Follow the links below for a range of games to support your child's maths learning:</p> <ul style="list-style-type: none"> • https://www.ictgames.com/sharkNumbers/mobile/index.html - a super game to help develop a secure place value understanding • https://www.topmarks.co.uk/maths-games/hit-the-button - great for practising times tables and number bonds • https://www.purplemash.com/#app/games/bondbubbles - great for practising number bonds • https://www.purplemash.com/app/games/seqsnake – great for counting in different multiples • Use this link to practise your 2, 5 and 10 times tables: https://www.purplemash.com/#tab/pm-home/maths/tabletoons <p><i>Please note</i> that you will require your PurpleMash log in details for any games on PurpleMash. Purple Mash Logins will be put into children's reading records.</p> <ul style="list-style-type: none"> • Subtraction with Snacks: Use small snacks to practice addition and subtraction by starting with a set number and adjusting as snacks are eaten. • Number Line Jumping: Lay out a number line on the floor and have your child jump along it while counting in steps of 2, 3, 5, or 10. • Hopscotch Numbers: Create a hopscotch grid with numbers and have your child hop in steps of 2, 3, 5, or 10 to reinforce counting patterns. • Counting Treasure Hunt: Hide objects around the house for your child to find and count forwards and backwards, starting from any number within 100. |
| <p>Science</p> | <p>Autumn 1 - Materials During this topic, we will be building on the children's materials knowledge from Year 1. The children will be taught to:</p> <ul style="list-style-type: none"> • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching <p>Autumn 2 – Living Things and their habitats</p> | <ul style="list-style-type: none"> • Material Hunt and Sorting Game: Children search for household items made from different materials, then sort and discuss their properties and uses. • Sink or Float Experiment: Children test various objects to see if they sink or float, exploring the relationship between material properties and buoyancy. • Shape-Changing Challenge: Children manipulate materials like clay, foil, and paper to discover how their shapes can be altered by squashing, bending, twisting, and stretching. • Build a House Challenge: Children construct a small house using different materials, then test its |



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| | <p>Through this topic, the children will be taught to:</p> <ul style="list-style-type: none"> • explore and compare the differences between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including microhabitats • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food | <p>strength to learn about material suitability for construction.</p> <ul style="list-style-type: none"> • Back garden Habitat Exploration: Children explore the backyard or a local park to see how different places provide what plants and animals need to live. • Microhabitat Investigation: Children look closely at a small area, like under a log or in a garden, to find tiny plants and animals and learn how they live there. • Create a Simple Food Chain: Children use pictures or toys to make a simple food chain, understanding how animals eat and how they are connected. • Habitat Diorama Craft: Children create a small model of a habitat, adding plants and animals to show how the habitat supports their needs and helps them interact. |
| <p>Geography</p> | <p>Throughout the Autumn Term, we will be learning about Thailand in Geography and we will be exploring the following:</p> <ul style="list-style-type: none"> • The seven continents (focusing on Asia) • The five oceans • The four points of the compass • Rainforest animals • Animals and plants found in Thailand • Deforestation | <ul style="list-style-type: none"> • Map Puzzle Game: Children complete a world map puzzle, focusing on identifying the seven continents, especially Asia, and the five oceans. • Rainforest Animal Collage: Children create a collage of rainforest animals using magazine cutouts or printed pictures, learning about where each animal lives and what it eats. • Thailand Nature Exploration: Children research and create a booklet or poster featuring animals and plants found in Thailand, using drawings or printed images. • Deforestation Awareness Drawing: Children draw two pictures, one of a healthy forest and one of a deforested area, to understand the effects of deforestation on plants and animals. |
| <p>History</p> | <p><u>Autumn 1 – The Tudors</u> The first part of this term we will be learning all about the Tudor period of History. We will be learning about:</p> <ul style="list-style-type: none"> • When and where the Tudors reigned • The War of Roses • What life was like during Tudor times. • Henry VIII <p><u>Autumn 2 – The Gunpowder Plot</u> After October half term we will be moving onto learning about the Gunpowder Plot. We will be learning about:</p> <ul style="list-style-type: none"> • Who Guy Fawkes was • What the term ‘gunpowder plot’ means • How the plot was discovered • How we remember now what happened during that time | <ul style="list-style-type: none"> • Family Crest Craft: Children could make their own family crest, using symbols related to the red and white roses of the Lancasters and Yorks, to understand the War of the Roses and its significance. • Tudor Life Role-Play Children could role-play as people from Tudor times, using household items as props, and learn about daily life and Henry VIII’s notable actions, such as his six marriages and religious changes. • Guy Fawkes and the Gunpowder Plot Storytime: Read or tell a simplified story about Guy Fawkes and the Gunpowder Plot, using pictures to explain who Fawkes was and what the plot involved. • Bonfire Night Celebration Craft: Children create Bonfire Night decorations, like paper rockets and stars, and discuss how fireworks and bonfires commemorate the foiling of the Gunpowder Plot. |



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| <p>R.E</p> | <p>This term in RE will be basing our learning on Christianity. We will be discussing the following questions within our lessons:</p> <ul style="list-style-type: none"> • What do different religions and worldviews have in common? • What do different Christians believe about prayer? • How do Christians show that they belong to the church? | |
| <p>PSHE/RSE</p> | <p>Autumn 1 Our topic this term is “Being Me in my World”. We will explore in particular:</p> <ul style="list-style-type: none"> • Our hopes and fears • Rights and Responsibilities • Rewards and Consequences <p>Autumn 2 This term we will be learning about “Celebrating Differences”. We will be learning about:</p> <ul style="list-style-type: none"> • Making new friends • Stereotyping of boys and girls • Why does bullying happen and what can I do about it? | <p>Family Hopes and Fears Talk: Sit down together as a family and share one hope and one fear each person has. Discuss how you can support each other in overcoming fears and achieving hopes.</p> <p>Rights and Responsibilities Role-Play: Use toys or everyday items to act out scenarios where everyone has to practice a right (like asking for help) and a responsibility (like helping someone). Discuss how each role helps the family work better together.</p> <p>Friendship Tree: Create a “Friendship Tree” where each leaf represents a friend or someone new your child has met. Discuss what makes each friend special and how to be a good friend to others.</p> <p>Stereotype Swap: Watch a TV show or read a book with diverse characters and discuss how they break stereotypes. Talk about how everyone can enjoy and be good at different things, regardless of stereotypes.</p> <p>Kindness Role-Play: Role-play different scenarios where someone is being bullied, and practice responses like standing up for others or seeking help from an adult. Discuss how these actions can help stop bullying and promote kindness.</p> |



*Please ensure that you are reading with your child **every day** and signing in their home-link book. This doesn't have to be their school reading book, it could be books you have at home, instructions, magazines etc. This is a crucial school year for the children to develop their reading skills and your consistent support at home will enable them to become successful and confident readers. If you need any support with this, please do not hesitate to come and speak to your child's class teacher.*

We are always looking for reading volunteers. If you are able to give up any of your time to come into school and hear children read, please let us know, we would hugely appreciate your help 😊