






**Autumn Term 2024 Curriculum Plan for Parents – Y2G & Y2K**


<b>Religious Education</b> 	Pupils will study: <ul style="list-style-type: none"> <li>• Stories from the Old Testament and psalms.</li> <li>• The New Testament, the Rosary and a selection of Saints.</li> <li>• Advent and the story of 'John the Baptist'.</li> <li>• The stories of Christmas, from the annunciation to the flight into Egypt</li> </ul>
<b>Maths Skills</b>	<ul style="list-style-type: none"> <li>• Numbers to 20</li> <li>• Count objects to 100 by making 10s</li> <li>• Recognise tens and ones</li> <li>• Use a place value chart</li> <li>• Partition numbers to 100</li> <li>• Write numbers to 100 in words</li> <li>• Flexibly partition numbers to 100</li> <li>• Write numbers to 100 in expanded form</li> <li>• Bonds to 10</li> <li>• Fact families - addition and subtraction bonds within 20 and related facts</li> <li>• Bonds to 100 (tens)</li> <li>• Add and subtract 1s / add by making 10 / add three 1-digit numbers</li> <li>• Subtract two 2-digit numbers</li> <li>• Compare number sentences</li> <li>• Missing number problems</li> <li>• Recognise and know properties of 2-D and 3-D shapes</li> <li>• Lines of symmetry on shapes</li> <li>• Make patterns with 2-D and 3-D shapes</li> </ul>
<b>English Skills</b> 	<ul style="list-style-type: none"> <li>• Continue to consolidate phonemes during spelling and English lessons.</li> <li>• Continue to apply phonics skills as the route to read words.</li> <li>• Re-read books, sounding out unfamiliar words to build up their fluency and confidence in word reading and re-tell some familiar stories.</li> <li>• Listen to and discuss a range of fiction, non-fiction and poetry texts.</li> <li>• Check that the text makes sense to them as they read and correct inaccurate reading</li> <li>• Predict what might happen next in a text and answer questions about what has already happened.</li> <li>• Take part in drama and role-play.</li> <li>• Continue to work on sentence construction and using capital letters and full stops accurately.</li> <li>• Plan their writing by talking about it first.</li> <li>• Understand the terms: noun, verb, adjective and adverb, and use examples in their writing.</li> <li>• Vary sentence openers.</li> <li>• Proof-read work for spelling, grammar and punctuation errors.</li> <li>• Discuss what they have written and read work aloud clearly.</li> </ul>
<b>Homework</b>	<p><b>Reading books</b> will be sent home every Thursday. <b>Please ensure reading books are put back into your child's bag each night</b> so that reading opportunities are not missed. In order to develop fluency, children will need to read the same book more than once as they would in their phonics sessions at school. Please return books to school on a Wednesday.</p> <p><b>Homework</b>          We will be setting homework on Ed Shed for spelling practise and NumBots for maths on a Thursday, we encourage children to access daily for 10-15 minutes or whenever possible.          The children are also expected to read every night (please complete their reading diary, making any comments).</p>

	<p><b>Spellings</b> Spelling is taught every day with a new spelling rule introduced every Wednesday. Children then apply these spellings in a range of activities across the week. For children continuing with RWI, spellings will be given out every Thursday and tested on the following Friday.</p> <p>Please be aware that the children's reading books may not be changed every single week; this is due to curriculum guidelines that children should re-read texts to aid fluency and expression and re-read for understanding and comprehension.</p> <p>A selection of questions and tasks to enable the children to build comprehension and word reading skills are listed below:</p> <p>Do you see a word within a word?          What kind of text is it?          Where and when did the story take place?          Who are the main characters?          Find a word that means the same as...          What do you think the character is thinking and feeling?          Which text did you enjoy the most? Why do you prefer it?          Write a summary of the text in no more than 100 words.          Can you find the headings and sub-headings?          Who would this text be useful / enjoyable for?          Write some new sub-headings for the different paragraphs.          Why has the author included quotations?          Compare two texts by the same author – how are they similar? Different?          How many different types of punctuation can you see on the page? Why have they been used?          Why did the author choose this title for the text? Can you think of an alternative one?</p>
<p><b>Topic Work</b></p>  	<ul style="list-style-type: none"> <li>• Science - Living things and their habitats</li> <li>• Computing - Online safety and coding skills</li> <li>• Geography - Continents and Oceans</li> <li>• DT - Vegetable salads</li> <li>• History - War and Remembrance</li> <li>• Art – Map it out – Exploring different art mediums.</li> <li>• PE - Netball and Dance, Gymnastics and Football</li> </ul>
<p><b>How you can help your child</b></p> 	<ul style="list-style-type: none"> <li>• Continue to read to your child, with your child and listen to her/him read to you. Your comments in the reading record book are very welcome.</li> <li>• Please return reading books when asked in order to ensure that we can hear your child read regularly in school.</li> <li>• Please ensure that your children have their PE kits in school every day.</li> <li>• We will have PE on Tuesday and Wednesday.</li> <li>• Please provide your child with <b>water only</b> to drink in their classroom and a healthy snack for snack time.</li> </ul> <p>Thank you for your support.</p> <p>The Year Two Team</p>