



Deanery C.E. Primary School

Programme of Work in Year 2
AUTUMN TERM 2017

English



Reading

Children experience a range of high-quality fiction, non-fiction and poetry, including a number of ICT and other visual or multimodal texts and texts which relate to other areas of the curriculum.

During Year 2, their phonic knowledge and speed of blending increases so that they can decode words independently and quickly. This increases the amount they read and the number of words they can automatically read builds up. The majority of children read independently and tackle longer and less familiar texts with increasing fluency. The weekly guided reading session, as well as ongoing individual reading, will develop comprehension skills.

Writing

Children apply what they know about phonics and spelling rules when spelling unfamiliar words, including two-syllable and three-syllable words. They increase the number of words they can spell correctly in their independent writing in all areas of the curriculum, particularly the common exception words.

Children consolidate their understanding of basic story structure in narrative texts, including different stories by the same author. They recognise formal story elements and common features. In all areas of writing they will develop the four different sentence types: statements, questions, commands and exclamations.

Handwriting

Children will be taught to use a neat, joined and legible handwriting style both in dedicated practice sessions and consistently across the curriculum.

Mathematical Development



In Year 2, most children solve problems that involve all four operations. Children derive and recall all pairs of numbers that total 20 and the multiples of 10 that total 100.

Through regular practice they extend their knowledge of addition and subtraction facts to include all numbers to at least 10. Children use their counting strategies to derive multiples of 2, 5 and 10. They relate these to the relevant multiplication tables and use the tables to recall multiplication facts and derive related division facts.

Most children use their knowledge of number facts to add or subtract mentally a single-digit number or a multiple of 10 to or from any two-digit number. They use the language of addition and subtraction accurately. Children understand that multiplication is a shorter form of repeated addition and can be represented by an array.

Through verbal problems, they will apply their mathematical knowledge, linking number stories and number sentences.

Science



During this term the children will further their understanding of:

Animals including humans

- Identifying a variety of common vertebrates and invertebrates.
- Exploring animal offspring and their growth to adults.
- Identifying and naming parts of the human body, including those associated with the senses.
- Studying balanced diets and exercise, to keep humans fit and healthy.

Working scientifically

- Asking simple questions.
- Observing closely, using simple equipment.
- Performing simple tests.
- Using observations and ideas to suggest answers to questions.

R.E.










What do Christians believe God is like?

- Identifying, reading and exploring parables.
- Think, talk and ask questions linked to the parables.

Celebrations

- Learning about the beliefs of different religions through festivals.
- Why does Christmas matter to Christians?

<p>P.E.</p> 	<p>Gym – ‘Pathways’ – spinning, twisting and turning</p> <ul style="list-style-type: none"> • Control and coordination of movements. • Linking movements, contrasting speed and level. • Travel in different ways. <p>Games – throw, catch, bounce in different ways</p> <ul style="list-style-type: none"> • Choose and apply skills to make up games. <p>Dance – ‘Reach for the Stars’</p> <ul style="list-style-type: none"> • Levels, directions and speeds. • Different stimuli. • Improvisation. • Co-operative work.
<p>I.C.T.</p> 	<p>We are astronauts</p> <ul style="list-style-type: none"> • Understanding algorithms as sequences of instructions <p>We are game testers</p> <ul style="list-style-type: none"> • Exploring how computer games work
<p>P.S.H.E.</p>  	<p>Peer mediator training</p> <p>SEAL</p> <p>New beginnings</p> <ul style="list-style-type: none"> • Fair/unfair/right/wrong. • Setting goals. • To identify and respect the differences between people. <p>Getting on and falling out</p> <ul style="list-style-type: none"> • Friendships. • Seeing another point of view.
<p>Creative Curriculum</p>  	<p>Significant People</p> <ul style="list-style-type: none"> • Asking questions such as: What was it like for people? What happened? How long ago? • Using artefacts, pictures, stories, online sources and databases to find out about the past. • Describing significant people from the past. • Recognising that there are reasons why people in the past acted as they did. • Placing events and artefacts in order on a time line. • Using dates where appropriate. <p>Celebrations</p> <ul style="list-style-type: none"> • Finding out about celebrations that have taken place in our own lives and in those of family members. • Discovering how some celebrations mark past events. • Asking and answering questions about celebrations. • Ordering celebratory events in our lives and those of our families. • Finding out about the past from members of our family and from pictorial and written evidence. • Asking and answering geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Using simple tools and materials to make a product that could be used for a celebration. • Learning about, enjoying and respecting the work of artists who have contributed to celebrations. • Commenting on different celebratory art work produced in different parts of the world. • Recognising and exploring ways in which sounds are organised in music to give the feeling of a celebration.
<p>Homework</p> 	<p>Spellings- Weekly</p> <p>Reading- Daily (books to be in school each day and will be changed once a week when read).</p> <p>English homework- weekly (Grammar, writing or comprehension)</p> <p>Maths- My Maths/ number bonds/ 2,5,10 multiplication tables</p>
<p>Further information</p>	<p>For further information please refer to the school website for policies and curriculum details, (www.deanery.bham.sch.uk) or speak to Year 2 staff.</p>