

# Year 2 Overview for Parents

## 2022-23



**Introduction:** This overview is to help parents to understand what the children will be learning while they are in Year 2. The first page shows the general timetable for the class and the following page gives an overview of the learning going on in each half term 'unit'.

Our curriculum is built on exciting ideas: each half term we will be immersing ourselves in an idea, connecting skills in literacy, numeracy, science and computing to our theme, as well as becoming familiar with artwork, music and the lives of interesting people who have a connection to the ideas we are exploring. Our curriculum is dynamic so during the year we may change elements in response to new opportunities.

**Core skills:** Our English and maths curriculum aims to help children develop a range of skills over the year. In English, the children will read common exception words, develop their reading comprehension skills, write in a range of genres with a focus on grammar, spelling, punctuation and vocabulary. In maths, this will include a continual development of areas such as number, data, shape & space and measure. The 'Curriculum Themes' below give some specific aspects of how we incorporate the skills and what we will be focusing on at various points during the year.

**Year 2 Timetable:** This is a summary timetable, showing the normal organisation of learning in Year 2. *The timetable is flexible and is subject to change during the year.*

	Mon	Tues	Weds	Thurs	Fri
<b>AM</b>	<ul style="list-style-type: none"> <li>Havdallah</li> <li>Maths</li> <li>English</li> </ul>	<ul style="list-style-type: none"> <li>T'fila</li> <li>Maths</li> <li>English</li> <li>RE</li> </ul>	<ul style="list-style-type: none"> <li>T'fila</li> <li>Maths</li> <li>English</li> </ul>	<ul style="list-style-type: none"> <li>T'fila</li> <li>Maths</li> <li>Ivrit / Phonics</li> <li>Guided Reading</li> </ul>	<ul style="list-style-type: none"> <li>Singing assembly</li> <li>PSHE</li> <li>Spelling</li> </ul>
<b>PM</b>	<ul style="list-style-type: none"> <li>Ivrit / Guided Reading</li> <li>Science</li> </ul>	<ul style="list-style-type: none"> <li>Ivrit / Phonics</li> <li>Jewish Learning</li> </ul>	<ul style="list-style-type: none"> <li>Ivrit /handwriting</li> <li>Topic/Art</li> <li>PE</li> </ul>	<ul style="list-style-type: none"> <li>PE</li> <li>Computing</li> <li>T'fila</li> </ul>	<ul style="list-style-type: none"> <li>Computing</li> <li>Check &amp; explain home learning</li> <li>Kabbalat Shabbat</li> </ul>

Reading books are normally changed on a Monday, but please ensure that your child's new reading record is in school every day.

### Supporting your child's learning in Year 2:

- A key way to support your child's learning is by reading with, and to them, every day. Focus on making reading fun as well as asking comprehension questions for them to orally answer, to check their understanding.
- Taking your child to visit exciting places of learning, such as art exhibitions or the Natural History Museum can give them an opportunity to share their learning with you and to further embed the things they have explored in school.
- Visit and share experiences of how your family began, by visiting family members to learn about their family history. Researching into your family tree will help the children to know more about their lives too.
- Support your child's growing mathematical understanding by helping them to practise counting in steps, creating addition and subtraction number sentences to help their mental maths skills.
- Involve them in cookery, gardening and other areas of home life in order to help them practise their developing skills in estimating, weighing and measuring.
- Practise reciting and ordering the months of the year and reinforcing their general knowledge on days, hours, minutes and seconds.
- Have fun with families of animals, instruments and how groups of people see their communities as their family too.
- During the year we will be exposing children to the lives of 'interesting people'. You can further stimulate their interest and understanding by researching these individuals, in encyclopaedias and online.

## Curriculum Themes for Year 2

### September-October: Families

The half term will be spent immersing ourselves into the history, structures and customs of our family lives. We will spend time understanding the reasons why families are important, the differences and similarities of our family structures in comparison with others, and how different families incorporate different traditions. Our topic lessons will explore some of our special family memories as well as investigating who is related to whom and how. In addition, we will collect photographs, letters, postcards and special objects to use within our Memory Board project. The children will be taught how to add captions to their photos as well as how to organise their art work. We will also explore the story Grace and Family by Mary Hoffman and Caroline Binch which the majority of our English work this term will be based on. In addition to this we will be looking at Kente Ghanaian cloth and creating some art work in connection with this. Our Jewish learning will be focussed on Abraham and Sarah's family tree, where the children will be learning the body language of the *Amidah* prayer as well as learn the first paragraph by heart. The numeracy this year will begin with place value, counting in steps of amounts and recapping on the learning done so far in Year 1.

### November-December: Freedom

We will be engaging with the concept of 'Freedom'; what it means to us, to others around the world and how some people still do not feel as free as we do in the United Kingdom. Our topic lessons will explore what democracy is and how it is implemented. We will also look at the impact that it has on society. We will learn about religions who allow people to marry someone of their own choice and why some people have their freedom taken away from them. We will learn about the countries where people do not have the same amount of freedom as we have in the UK. In addition, we will be immersing ourselves in the story of the Suffragettes. We will explore who they were, what the key events were in the story and why they became violent whilst protesting. A discussion around whether it is okay to use violence to achieve what we want, will also be a key focus for this topic. The topic will then develop into the children designing a shoe box in chronological order of the events. Our Jewish learning focus is based on the freedom of choice in relation to Jewish law 'Halakha', important Jewish inspirations that use their own personal freedom to form customs and traditions. The numeracy foci this half term will be working with money, sequences and patterns and how to recognise symmetry in 2D shapes.

### January-February: Dress & Identity

The topic will incorporate a variety of literacy texts where the topic of clothing is the main focus. The children will learn all about the history of clothing and will discuss the idea of 'fashion'. We will encounter the lives of those whose clothing and dress codes differ from ours and will understand why in different parts of the world certain items of clothing are more suitable. We will link this to our data handling topic in maths and investigate ways to record large amount of information on tables. In English we will base our unit of work around the story of Bills New Frock by Anne Fine. We will explore the lives of inspirational people, who have designed items of clothing, which has kept people safe. In science, the children will learn about the differences of materials and will investigate the life of Captain Ward, an RNLI inspector in the UK, who created a cork vest which was worn by lifeboat crews. Our Jewish learning will be focused on Jewish clothes and dress, exploring the ideas of *kippot*, *tallitot* and *tzniut* (modesty). The children will research into the Jewish laws on the wearing of leather, tying shoes and wearing wool with linen. The custom of wearing specific clothing for Purim will also be something that the children will spend time exploring.

### March-April: Explorers & Discoverers

The children will learn about the life and experiences of a variety of explorers and discoverers. They will share our personal journeys of the places in the world, which we have visited and discuss why exploring and discovering is such an important part of life. We will explore the lives of some interesting people including Christopher Columbus, Rosalind Franklin and Jane Goodall who have played a huge role within today's society. We will also explore the concept of diversity and how, in order to become an explorer you must display perseverance and determination. In our maths lessons we will be working on time, measures and how to use chronological order to explain events. In English our text will be Traction Man by Mini Grey. Our Jewish learning lessons will focus on Biblical stories relating to travellers including the spies from the desert and the exodus from Egypt. The children will discuss appropriate blessings linked to journey as well as how customs are practiced differently around the world.

### April-May: London

The children will immerse themselves into key events which are important to London as a city, as well as researching famous landmarks. We will explore the story and life of Samuel Pepys and how the Great Fire of London caused chaos and has become world known history. In literacy we will be writing diary entries from the people who experienced the Great Fire and in art will be producing some very high quality paintings. In our maths lessons we will study position and direction using the London underground map. We will explore the lives of the Lord Mayor and the impact that the Mayor of London has on society. In our Jewish learning lessons, the children will learn about the local Jewish society, including its denominations and structures. They will also learn London's Jewish history and where Jewish communities are geographically placed.

### June-July: *Pupil led topic*

*This half term will be a class-chosen topic. The children will be guided and supported to include a variety of mathematical, literacy, science, arts, humanities, Jewish prayers and ICT skills within this topic.*