

Heathfield PRIMARY SCHOOL



Curriculum booklet

Year 2

Autumn 1.2

Writing

Keywords

Writing Genres
Narratives
Non-Fiction
Inspiration
Sentence Structure

Punctuation
Full Stops
Capital Letters
Question Marks
Exclamation Marks

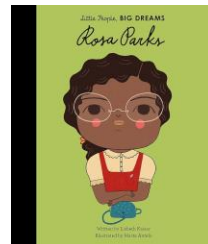
Sentence Expansion
Synonyms
Engaging Verbs
Story Structure
Precise Language

In school we will be learning

This term in Year Two, students will explore an exciting range of writing genres, focusing on narratives and non-fiction. They will read *Little People, Big Dreams: Rosa Parks* and *James and the Giant Peach*, using these stories to inspire their own writing.

Students will develop essential skills, including the correct use of full stops, capital letters, question marks, and exclamation marks. They will learn to extend their sentences using “because” and “and,” and apply commas for adjective strings. With a focus on clear structure, they will write about ideas with a beginning, middle, and end, generating synonyms and selecting engaging verbs to captivate their readers.

Additionally, they will organize non-fiction writing with headings, subheadings, and precise language, enhancing their ability to express their thoughts effectively.



At home you can

- Write a description of somewhere you visited in the holidays.
- Read some of Roald Dahl's book to get a feel for the author.
- Create your own story character and describe them!
- Practise cursive handwriting.
- Use 'Once upon a picture' to create your own amazing story.

Useful websites



<https://www.onceuponapicture.co.uk/>



<https://www.bbc.co.uk/bitsize/topics/zd63xyc/articles/zncgvk7>



<https://www.topmarks.co.uk/english-games/5-7-years/words-and-spelling>

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Reading

Keywords

Fluency Inference
Decoding Retrieval
Prediction Vocabulary
Confidence Phonics
Retell

In school we will be learning

The children will be exploring the book, 'James and the Giant Peach' and '*Little People, Big Dreams: Rosa Parks*'. This term, the children will be focusing on word reading and fluency, using their phonics knowledge to read alternative sounds and decode unfamiliar words. This will enable them to build their confidence with reading more challenging books.

Children will also be learning how to retell the story, building on their retention skills as well as sequencing events from a different texts. Also, they will explore comprehension questions including the skills of retrieval, inference and predication as they progress.

Additionally, children will be taking a levelled book home as well as a library book home (reading for pleasure). It is important you hear your child read once a day and to record this in their planners to ensure their reading fluency is secure.



At home you can

- Listen to your child read the books they bring home and ask them a range of questions to see if they have understood it.
- Create your own book review of your favourite book and characters.
- Read your book in a new space. Try creating a cosy den using cushions and blankets.
- Visit your local library.

Useful websites



<https://monkeypen.com/pages/free-childrens-books>



<https://www.bbc.co.uk/bitesize/articles/z6mmdp3>

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Maths

Keywords

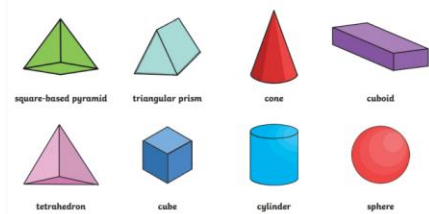
| | |
|-------------|----------------|
| Addition | Halving |
| Subtraction | Doubling |
| Vertices | Symmetry |
| Shape | Counting |
| Properties | Multiplication |

In school we will be learning

This term, our students will focus on improving their addition and subtraction skills with numbers up to 20, working with two-digit numbers and learning about multiplication through groups of equal size. They will also explore different shapes, both flat (2D) and solid (3D) and learn to describe their features. Through fun activities, students will build a strong understanding of these important math concepts.

For retrieval practice, we will work on skills like splitting numbers in half and doubling them, finding missing numbers up to 100 and comparing numbers using symbols like $<$, $>$ and $=$. Students will also practise counting forward and backward in fives and identifying ten more or ten less than any number up to 100.

They will continue to revisit the 2, 5 and 10 timetables as this will continue to be taught throughout.



At home you can

- Use everyday items, like snacks or toys to create simple addition and subtraction problems. For example, ask, "If you have 5 apples and I give you 3 more, how many do you have?"
- Involve your child in cooking, where they can measure ingredients and follow recipes, reinforcing their understanding of numbers and quantities.
- Encourage your child to draw different shapes and create their own patterns. Discuss the properties of the shapes they draw, like how many sides or corners they have.

Useful websites



[Maths Starter Shed - The Mathematics Shed \(mathematicshed.com\)](https://www.mathematicshed.com)



[KS1 Maths - BBC Bitesize](https://www.bbc.com/bitesize/ks1/maths)

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Science

Keywords

living
habitat
prey

non-living
survival
predator

woodland
food chains
camouflage

In school we will be learning

In the Habitats project, your child will learn what a habitat provides for the plants and animals that live there and that habitats contain both living and non-living things. They will identify living things using the seven life processes and sort the non-living things into those that have lived and those that have never lived.

They will research how a woodland habitat provides the things necessary for the survival of the animals that live there. Your child will learn about food chains and construct their own food chains for the woodland habitat. They will investigate the different ways prey animals avoid being eaten and conduct an investigation into animal camouflage. They will also look at the different methods plants use to avoid being eaten and group them according to how they defend themselves.



At home you can

What is a woodland habitat?

Click the second QR code below to find out about a woodland habitat. Can you spot any woodland creatures in your local area? Could you keep a tally chart of the animals you find. What do you think they eat? Where do they sleep?

Useful websites



[Dead, living and non-living](#)



[What is a Woodland habitat?](#)

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HUMANITIES HISTORY

KEYWORDS

significant
achieve
Invent
represent

activist
campaign
conquer
goal

recognised
impact
Influence

IN SCHOOL WE WILL BE LEARNING

This term the children will be continuing to learn about significant people in history, developing their disciplinary skills by understanding the methods of historical enquiry, including how evidence is used to make historical claims.

The children will learn about significant people like, Neil Armstrong, Christopher Columbus and Martin Luther King to name but a few.

They will consider what these people did, why they did it and what was the impact of their actions on the world around us. The children will also learn about how these people are representative of us.



AT HOME YOU CAN

- Create an information poster about some of the significant people mentioned/ to be studied in this topic.
- Write a diary entry from Neil Armstrong's point of view about the moon landing.
- Draw a picture of the Christopher Columbus ship and what it might have had on board it for the journey.

USEFUL WEBSITES



Neil Armstrong
<https://youtu.be/fIPFIY8hECk>



Christopher Columbus
<https://youtu.be/AHA9zvogjc0>

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Computing

Keywords

| | | |
|----------------|-------------------|---------------|
| Photography | Effects | Portrait |
| Digital device | Retake | Lighting |
| Capture | Real vs altered | Image quality |
| Edit | Photo improvement | Photo format |
| Landscape | Manipulation | Tools |

In school we will be learning

This term in Computing, children will learn how to take, edit and improve photographs using different digital devices. They will explore how to take good photos in both landscape and portrait formats and talk about what makes a photo look better. Through practise, they will learn to spot mistakes in their photos and how to fix them by retaking or adjusting things like lighting.

They will also explore how photos can be changed using editing tools to create different effects. As they develop their skills, they'll start to understand that some images can be edited or altered, and they'll learn to tell the difference between real and changed photos.



At home you can

- Practise Taking Photos Together: Encourage your child to take photos around the house or outside using a phone or camera. Talk about what makes a good photo and experiment with different angles, lighting and formats (landscape vs. portrait). This will help them practise the skills they are learning in school.
- Explore Photo Editing: Use simple editing tools or apps to adjust the brightness, contrast, or filters on their photos. Discuss how small changes can improve or change the way a photo looks and talk about how some photos online may be edited or altered.

Useful websites

[What are digital photos and videos? - BBC Bitesize](#)



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Music

Keywords

| | | |
|-----------|----------|-------|
| Orchestra | length | tempo |
| Strings | brass | |
| Unison | recorder | |
| Woodwind | melody | |
| Repeat | scale | |
| Duration | tone | |

In school we will be learning

Pupils will carry on the use of recorders until the first half of the Spring term.

Year 2 will consolidate how to hold the recorder correctly and make sure they are standing in the correct position.

They will continue to learn how to make a clear sound on the note B.

Pupils will play along with a range of tracks.

We will be asking pupils to keep the pulse when playing along with a range of songs, keeping the recorder in time with the music. Practice games and clapping along starters will be used to help this progression.

An important part of playing the recorder is to breathe at the correct time when playing, so we will emphasise the correct time for this.

Pupils will then develop and be able to identify and draw: time signature, bar lines, treble clef and note B on a score. With this being the start of learning notes and reading music.

Throughout the unit, pupils will be asked to explain what the word rhythm means and copy back different rhythms on the note B, to play the note A.



At home you can

- Discuss what has been covered in music lessons at school. Did they like the song? Can they sing any to you? Do they like the type of music?
- I have included a link to a video that goes over the basics of playing the recorder and lots of the items that will be covered in class.
- Compare the song in class to other songs they know. Which do they prefer and why?
- Use the BBC website Bring the Noise to discuss and learn about different aspects of music. Link below. Andy's animal raps are a personal favourite of mine.
- Can children find the pulse of music they listen to? Listen to the music and identify instruments that can be heard. The song link could be used for this.

Useful websites



[Recorder basis](#)



[Bring the Noise](#)



[Stg. Pepper – The Beatles](#)

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D & T

KEYWORDS

Design
Create
Evaluate
Prototype
Tools

Materials
Functionality
Aesthetics
Healthy eating
Ingredients

Food origins
Construction
Templates
Mock-ups
Skills

IN SCHOOL WE WILL BE LEARNING

This term in Design and Technology (DT), the children will be designing and creating useful, attractive products for themselves and others. They'll explore existing products for inspiration, then develop their own ideas through discussions, drawings and mock-ups. Once their ideas are ready, they'll use different tools and equipment to bring their designs to life by cutting, shaping, joining and finishing materials.

In addition to making products, the children will learn where food comes from and use healthy eating principles to prepare simple dishes. Throughout the term, they will also practise evaluating their own work and improving it based on set design criteria. Overall, they'll build important creative, practical and technical skills to help them with everyday tasks and future projects in a growing technological world.



AT HOME YOU CAN

- Design and Build a Simple Project: Work with your child to create something useful at home, like a small organizer or a toy. Encourage them to sketch their idea first, discuss what materials you'll need, and then build it together using simple tools like scissors, glue, or tape. This helps them practice designing and creating just like they're doing in school.
- Cook a Healthy Recipe Together: Involve your child in preparing a healthy meal or snack. Talk about where the ingredients come from (e.g., fruits, vegetables, grains) and let them help with simple tasks like washing, chopping, or mixing. This reinforces their learning about food and healthy eating while building practical skills in the kitchen.

USEFUL WEBSITES

[8 tips for healthy eating - NHS](#)



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RE

Keywords

| | | |
|--------------|--------------------|---------------|
| unity | Islam | caring |
| harmony | good actions | environment |
| acceptance | community | mercy |
| equality | global citizenship | forgiveness |
| Christianity | shared values | relationships |

In school we will be learning

This term, children will explore themes of unity and harmony, focusing on the importance of acceptance and equality in both Christianity and Islam. They will learn about the good actions necessary for being accepted by God, regardless of differences.

Students will also understand how both faiths promote equality and global citizenship, recognising that communities are built on shared values and beliefs.

Additionally, they will develop an awareness of caring for others, animals and the environment, learning how small actions can make a big difference.

Finally, children will explore the concepts of mercy and forgiveness, understanding the importance of saying sorry and the role of forgiveness in restoring relationships.



At home you can

- **Discuss Values:** Have open conversations about the importance of acceptance, equality and caring for others. Share examples from your own experiences to illustrate these values.
- **Community Involvement:** Encourage participation in community service or local environmental projects. Discuss how these actions reflect the teachings of compassion and responsibility found in both faiths.
- **Explore Stories:** Read books or watch videos about different cultures, religions and the importance of forgiveness and mercy. Discuss the lessons learned and how they apply to daily life.

Useful websites



<https://www.bbc.co.uk/bitesize/subjects/zxnygk7/year/z7s22sg>



[RE Lessons - Caring for others \(KS1\)](#)

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PSHE

Keywords

| | | |
|--------------|-----------|----------------------|
| Bullying | Exclusion | Help |
| Empathy | Feelings | Communication |
| Kindness | Respect | Friendship |
| name-calling | Support | Safe environment |
| Teasing | Response | Conflict resolution. |

In school we will be learning

This term, students will explore the concept of bullying, focusing on its various forms and the impact it has on individuals. They will learn that bullying includes behaviours such as name-calling, hurtful teasing and excluding others, which are all unacceptable.

Through discussions and activities, children will understand how words and actions can deeply affect people's feelings, promoting empathy and kindness. They will also be equipped with strategies on how to respond to bullying situations, emphasising the importance of seeking help from trusted adults.

Overall, this topic aims to foster a safe and supportive classroom environment, empowering students to stand against bullying and support one another.



At home you can

- Encourage open communication about feelings and experiences at school. Ask open-ended questions to help your child express any concerns about bullying or friendships, ensuring they feel safe sharing their thoughts.

- Model empathy and kindness in daily interactions. Discuss the impact of words and actions and highlight examples from books or media that illustrate positive behaviour and the consequences of bullying.

- Engage in role-playing scenarios where your child can practise responding to bullying. This can build their confidence and prepare them to handle real-life situations effectively.

Useful websites

[I am a Parent or Carer | Help With Bullying | Kidscape](#)

[Anti-Bullying Week 2023 resources | NSPCC Learning](#)



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PE

Keywords

Teamwork
Communication
Problem-Solving
Safety Awareness
Fair Play

Physical Skills
Balance
Coordination
Social Skills
Support

Trust
Perseverance
Confidence
Map Skills
Collaboration

In school we will be learning

This term, our students will focus on developing essential teamwork skills through various physical activities in this 'Team building' module. They will enhance their communication and problem-solving abilities by discussing ideas, planning strategies, and reflecting on their experiences as a group. Safety awareness will also be a priority, as children learn to lead partners while demonstrating honesty and fair play.

In addition to teamwork, students will work on key physical skills like balance, jumping, running, and coordination. They will practice social skills by supporting and encouraging each other, fostering an environment of trust and kindness. Throughout the term, students will follow instructions, cooperate in small groups, and even begin using basic map skills. We look forward to seeing how they grow in confidence and perseverance while tackling challenges together!



At home you can

- **Teamwork Games:** Play cooperative games like relay races or obstacle courses that require working together. Encourage your child to communicate and strategize with family members.
- **Map Creation:** Create a simple map of your home or neighborhood together. Use symbols for important places and practise basic map-reading skills while discussing directions.
- **Challenge Discussions:** After a family activity, discuss what strategies worked well and what could be improved. Encourage your child to reflect on their experiences and share their thoughts on teamwork and problem-solving.

Useful websites

[PE Games Physical Education Resources | The PE Shed | United Kingdom](#)



[50 Team Building Activities for Kids | peuniverse.com](#)



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