

Heathfield PRIMARY SCHOOL



Curriculum booklet

Year 2

Autumn 1.1

Writing

Keywords

Setting
Description
Character

Adjective
Expanded noun phrase
Powerful Verbs

In school we will be learning

The children will be exploring the text *The Selfish Giant*. We will begin by looking closely at a setting description. Children will read and unpick a modelled example, identifying the key features and thinking about the impact these have on the reader.

They will then plan and write their own setting description based on the story. Alongside this, children will develop a range of writing skills to help make their work more imaginative and engaging.

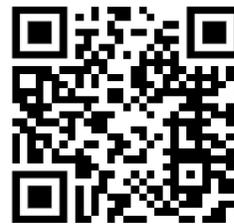
They will learn to use exciting adjectives, different sentence openers, and both simple and compound sentences. They will also practise using powerful verbs to bring their descriptions to life.



At home you can

- Write a description of somewhere you visited in the holidays.
- Create your own setting description and describe it!
- Practise cursive handwriting.
- Use and write different adjectives.

Useful websites



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



<https://www.bbc.co.uk/bitesize/topics/zb63xyr/article/s/zncgwk7>



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

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Reading

Keywords

Fluency
Decoding
Unfamiliar
Confidence
Retell

Sequence
Vocabulary
Phonics

In school we will be learning

The children will be reading and exploring the story *The Selfish Giant*. They will listen to and read the text together, thinking carefully about the important events, characters, and the different settings in the story.

Children will practise retrieving key details about the garden and make inferences about how it changes when the Giant is selfish and when he becomes kind.

Discussions will focus on how the author uses description to show the contrast between the garden in winter and in spring. Children will talk about how these settings make the reader feel and why they are important to the story.

This reading work will support the children's writing, as they will use what they have learned about setting descriptions in the text to plan and write their own imaginative descriptions of the Giant's garden.



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.
- Look at different types of seasons- explain what they can see.
- 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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H

Maths

Keywords

number
place value
addition
subtraction
multiples

compare
tens
ones
addends
number bonds

calculate
solve
bridge
commutative
sum

In school we will be learning

This term, the children will learn about numbers and place value. The children will be furthering their understanding on recognising numbers up to 100 and representing them in numerous ways, counting in multiples of 10 and ordering and comparing numbers. They will develop their understanding of adding three addends and know three addends can be added in any order. They will also learn to add two numbers that bridge through 10 and compare numbers by describing how many more or less are in each set.

The children will then move onto addition and subtraction, where they will solve problems involving up to 2-digit numbers. The 2, 5 and 10 timetables practise will also be taught throughout.

The children will learn a range of retrieval questions from counting forwards and backwards to 20. They will also be retrieving 1 more and 1 less and 10 more and 10 less than a given number from 50.

My Times Tables		
2 times table	5 times table	10 times table
0 x 2 = 0	0 x 5 = 0	0 x 10 = 0
1 x 2 = 2	1 x 5 = 5	1 x 10 = 10
2 x 2 = 4	2 x 5 = 10	2 x 10 = 20
3 x 2 = 6	3 x 5 = 15	3 x 10 = 30
4 x 2 = 8	4 x 5 = 20	4 x 10 = 40
5 x 2 = 10	5 x 5 = 25	5 x 10 = 50
6 x 2 = 12	6 x 5 = 30	6 x 10 = 60
7 x 2 = 14	7 x 5 = 35	7 x 10 = 70
8 x 2 = 16	8 x 5 = 40	8 x 10 = 80
9 x 2 = 18	9 x 5 = 45	9 x 10 = 90
10 x 2 = 20	10 x 5 = 50	10 x 10 = 100
11 x 2 = 22	11 x 5 = 55	11 x 10 = 110
12 x 2 = 24	12 x 5 = 60	12 x 10 = 120

At home you can

- Practise 2, 5 and 10 timetables.
- Help pay for your shopping. Can you add up the total of how much your shopping costs? How much change will you receive.
- Sort numbers out in 10's and ones using objects around the house.
- Practise number formation.
- Practise writing the short date.

Useful websites



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



[KSI Maths - BBC Bitesize](http://www.bbc.com/bitesize)

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H

Science

Keywords

Humans
Survival
Data
Record

Patterns
Development
Healthy
Hygiene

Growth
Child
Adult
Body

In school we will be learning

In the Human Survival project, your child will revisit learning about humans, such as how humans are living things and a type of animal, called a mammal, that grows and changes. They will learn about the human life cycle and think about what humans need to survive, including food, water and shelter. They will learn about the four things we need to stay healthy: a balanced diet, plenty of water, exercise and enough sleep. As part of this learning, they will evaluate their diet and other people's diets. They will learn about the importance of exercise and take part in an exercise challenge over time to observe firsthand the benefits of exercise to their health. They will learn about hygiene practices, such as washing hands and brushing teeth. They will investigate why we should use soap to wash our hands and bodies, learning that washing hands with soap and clean running water helps humans avoid getting ill and spreading germs to others. They will complete their learning by investigating how easily germs can spread from person to person.



At home you can

- Explore the websites below for information on this topic
- Discuss the stages of human development and how we grow
- Discuss healthy choices regarding food and hygiene.
- Play the games below

Useful websites



<https://www.bbc.co.uk/bitesize/topics/z6882h> <https://www.bbc.co.uk/games/embed/earth-squad-go> <https://www.bbc.co.uk/bitesize/subjects/z6svr82>

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Humanities History

Keywords

London
Pudding Lane
1666
fire
diary

Samuel Pepys
Thomas Farriner (the
baker)
St Paul's Cathedral
wood
House

In school we will be learning

This term in History, the children will be learning about the Great Fire of London. They will explore when the fire happened, how it started, and why it spread so quickly. Children will use a range of sources, such as pictures, diaries and eyewitness accounts, to find out about the events of 1666. They will also learn about key figures, including Samuel Pepys, and think about what his diary can tell us about life at the time. Children will compare London in the past with London today, discussing how the fire changed the way houses were built and how people lived. Through this topic, children will develop their skills as historians by asking questions, ordering events on a timeline, and explaining how we know about the past.



At home you can

- Read and research: Look at children's books or age-appropriate websites about the Great Fire of London.
- Create a timeline: Put the key events of the fire in order (e.g., Sunday - fire starts in Pudding Lane, Monday - fire spreads, etc.)
- Map work: Look at a map of London today and find Pudding Lane. Compare it with pictures of London in 1666.
- Write like Samuel Pepys: Keep a diary for a week to imagine what life was like during the fire.
- Fire safety today: Talk about how fire safety has changed since 1666 and practise a simple fire drill at home.

Useful websites



Neil Armstrong
<https://youtube/fPFLY8hEck>



Christopher Columbus
<https://youtube/AHA9zvogjc0>

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Computing

Keywords

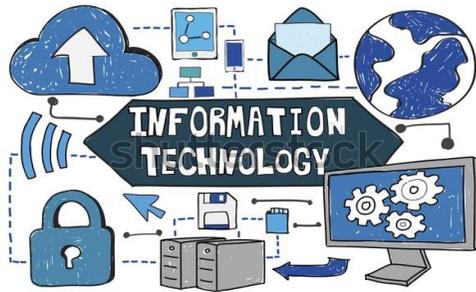
Information technology (IT), scanner/scan computer, barcode,

In school we will be learning

Information technology around us

The children will develop their understanding of what information technology (IT) is and will begin to identify examples. They will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. Children will then investigate how IT improves our world, and they will learn about the importance of using IT responsibly.

At the beginning of the project, children will develop their understanding of what information technology (IT) is. They will identify devices that are computers and consider how IT can help them both at school and beyond. The children will consider common uses of information technology in a context that they are familiar with. They will identify examples of IT and be able to explain the purpose of different examples of IT in the school setting.



At home you can

IT Scavenger Hunt

Objective: Identify various IT devices at home.

Activity: Create a list of IT devices (e.g., computer, tablet, smartphone, smart TV, gaming console, smart thermostat). Go on a scavenger hunt around the house to find these items. Discuss how each device is used and its importance.

Create a Digital Collage

Objective: Identify and showcase different IT devices.

Activity: Help your child create a digital collage using images of IT devices found online or taken with a camera. They can use a simple photo-editing tool or an app like Canva. Label each device and explain its purpose.

Useful websites

<https://www.bbc.co.uk/bitesize/topics/z3tbwmmn/articles/z6vkwnb>

SCAN ME



<https://www.bbc.co.uk/bitesize/topics/zymykgqt/articles/zym3b9qb>

SCAN ME



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H

D & T

Keywords

Wheel
Axle
Axle holder
Vehicle

Mechanism
Movement
turn / rotate forwards / back
wards

Chassis
Design
evaluate

In school we will be learning

This term in Design and Technology, the children will be learning about wheels and axles. They will explore how wheels help objects to move more easily and investigate how axles allow wheels to turn.

Children will look at real-life examples, such as cars, toys, and wheelbarrows, before designing and making their own moving vehicle.

Through this project, children will develop their design, making, and evaluation skills. They will learn how to join materials together safely, test out their ideas, and suggest improvements to their designs.

At home you can

- Spot wheels in action: Look for objects at home or outside that use wheels (e.g., bikes, suitcases, pushchairs, toy cars).
- Junk modelling: Use boxes, tubes, and bottle tops to make a simple vehicle.
- Build and test: Try making a toy car move down a ramp - talk about why it goes faster or slower.
- Draw designs: Sketch a plan for a vehicle, labelling the wheels and axles.
- Story link: Create a vehicle for a favourite toy or character - how could wheels help them on an adventure?

Useful websites

BBC Bitesize - Design and Technology
KS1 <https://www.bbc.co.uk/bitesize/subjects/zyr9wmn> Short videos and activities about materials, structures, and mechanisms.

DK Find Out - Transport <https://www.dkfindout.com/uk/transport/> Interactive pages about different vehicles and how they move.

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H

Music

Keywords

orchestra
strings
unison
woodwind
repeat

duration
length
brass
recorder
melody

scale
tempo
tone

In school we will be learning

Pupils will carry on the use of recorders for 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.

Pupil will then develop to identify and draw a time signature, bar lines, treble clef and note B on a score. With this being that 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 basic 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](#)



[Sgt. Pepper - The Beatles](#)

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H

RE

Keywords

Faith
Religion
Islam
Christianity
Judaism

Hinduism
Buddhism
Sikhi
Atheist
Rules

Self-discipline
Suffering
Sharing
Caring
Generous

In school we will be learning

During this term, the children will be exploring several themes that run through different religions. These themes include, Living by Rules, Being Temperate and Self-disciplined, Responding to Suffering, and Sharing and Being Generous.

Through this exploration, children will learn more about faiths such as Christianity, Islam, Hinduism, Buddhism, Sikhi, and Judaism. As they learn throughout the RE curriculum, children should be exploring and learning from experience and learning from faith views.



At home you can

- Learn about how your faith/view abides by the themes in our unit.
- Discuss your knowledge of other faiths at home.
- Explore the links below.

Useful websites



<https://www.bbc.co.uk/bitesize/subjects/zxcnygk7/year/z7s22sg>



<https://www.youtube.com/watch?v=xTroUDGC-Cs&feature=youtu.be>



<https://www.youtube.com/watch?v=LstesU1LW8M&feature=youtu.be>

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PSHE

Keywords

importance
equality
similar
different
kindness

respect
treat
discuss
debate

In school we will be learning

In PSHE, children will learn about the importance of equality, focusing on what makes us similar and different. They will learn about how kindness matters and how to respect different people. There will also be an emphasis on the importance of being kind and respectful.

The children will develop their understanding through stories and discussions about how girls' and boys' bodies work differently and whether they should be treated differently.



At home you can

- Visit a library and read stories about feelings.
- Create a poster about all the feelings you recognise and when you may feel them.
- Create mood monsters using junk modelling.
- Watch feeling videos on BBC bitesize and complete the suggested activities.

Useful websites



[EYES / KSI PSHE: How to cope with feeling worried - BBC Teach](#)



[Lesson: Same or Different | KSI RSHE \(PSHE\) | Oak National Academy \(thenationalacademy\)](#)

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H

PE

Keywords

- Actions
- Dynamics
- Space
- Relationships
- Social
- Respect
- Work safely
- Collaboration,
- Communication
- Determination
- Balancing
- Run
- Jumping

In school we will be learning

During this first half term, year two will be taking part in PE lessons that look at the fundamentals of sport. Pupils will be trying to develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping.

Over the course of the unit, pupils will be given opportunities to work with a range of different equipment.

In lessons pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength.

Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.

During lessons, pupils will complete a range of activities which improve the skills of running, speed, agility, dodging, balance, jumping, hopping and skipping.



At home you can

- Balloon Tennis can be a great way to improve fundamental skills of lots of sports. You can link one arm with a partner and use the other hand to hit a balloon over the arms.
- Use a nearby park to create a speed run. Can they create a course that tests the skills learnt this half term in PE? Then, try to beat the time it takes.
- Skipping is great exercise and doesn't require much equipment.

Useful websites



[Balloon Tennis](#)



[Building Jump Rope Skills](#)



[PE at Home Jumping](#)

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