

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
Engaging Verbs
Story Structure
Precise Language

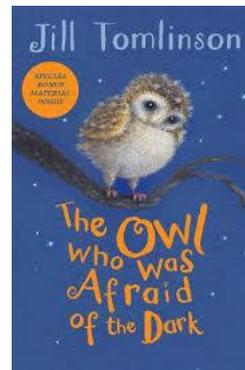
In school we will be learning

This term, Year 2 will explore a range of writing styles, including both creative and non-creative texts. The class will be focusing on Look inside London Book and The Owl Who Was Afraid of the Dark as key texts to inspire their writing. Pupils will develop their understanding of sentence structure, working on the correct use of full stops and capital letters, and learning how to use contractions and conjunctions to extend their ideas. In their creative writing, children will be encouraged to use a variety of verbs and adjectives to add detail and bring their work to life.

For non-fiction writing, such as fact files and information texts, they will learn to organise their work clearly using titles and subheadings.

At home you can

- Children can practise writing sentences using capital letters and full stops and look for contractions (like don't and it's) in books they read.
- Encourage them to use descriptive words when talking or writing about things they see.
- They could write a short letter, fact file, or diary entry, remembering to use titles and subheadings to organise their ideas.
- Reading regularly, especially stories like The Owl Who Was Afraid of the Dark, will also help build vocabulary and inspire their own writing.



Useful websites



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H

Reading

Keywords

Fluency
Decoding
Prediction
Confidence
Retell

Inference
Retrieval
Vocabulary
Phonics

In school we will be learning

This term, Year 2 will focus on *Inside London* by Usborne and *The Owl Who Was Afraid of the Dark* by Jill Tomlinson. Children will use their phonic knowledge to help decode words and build confidence in reading.

They will practise retelling stories in their own words and develop comprehension skills by answering questions that require them to retrieve information, make inferences, and predict what might happen next.

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://monkeypencil.com/pages/free-childrens-books>



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

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Maths

Keywords

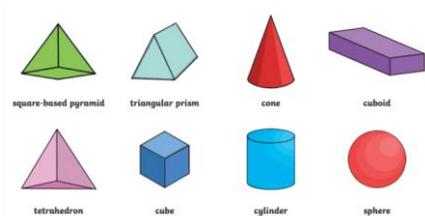
Addition	Halving
Subtraction	Doubling
Vertices	Symmetry
Shape	Counting
Properties	Multiplication

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)



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

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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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Geography

Keywords

United Kingdom	Capital city	river
England	countryside	landmark
Wales	transport links	airport
Scotland	human geography	road,
Northern Ireland	physical geography	motorway
	Compass points	sea route

In school we will be learning

United Kingdom

This term, Year 2 will learn about the United Kingdom, its countries, capitals, surrounding seas, human and physical features, and transport links. Lessons combine map work, visual resources, and hands-on activities to develop spatial awareness and geographical vocabulary.

Key Knowledge & Skills:

Name and locate the four countries of the UK: England, Wales, Scotland, Northern Ireland.

Identify capital cities and other major cities.

Understand human and physical geography: landmarks, cities, countryside, rivers, seas.

Use maps, atlases, compasses, and globes to describe locations.

Explore transport links between cities, including roads, rivers, airports, and sea routes.

Compare similarities and differences across the four countries.



At home you can

- Explore maps and globes: Locate the four countries of the UK, their capitals, and surrounding seas.
- Talk about places you know: Compare your town/city to others in the UK, discussing cities and countryside.
- Look for human and physical features: Spot landmarks, rivers, hills, or roads in your local area or in books.
- Plan simple routes: Use a map to trace a journey between two cities, noting roads, rivers, or airports.
- Use online resources: Explore Google Earth or National Geographic Kids to find out more about the UK.

Useful websites



BBC Bitesize – KSI geography section.



World Geography Games – Fun map and UK games on countries, capitals, counties.

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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
Pepper - The Beatles



Bring the Noise



Stg.

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Art

Keywords

Abstract
Primary

Secondary
Tint
Shade

Tone
Natural

In school we will be learning

This term, Year 2 will be exploring **painting**, with a focus on **abstract art** inspired by fire, following the style of artist **Stephanie Peters**. Pupils will develop their understanding of colour, mixing techniques, and artistic expression while linking their artwork to both natural and manmade objects.

Skills and Knowledge:

- **Colour theory:** Identify primary and secondary colours; create tints (adding white) and shades (adding black).
- **Colour mixing:** Experiment with mixing colours to match natural and manmade objects.
- **Techniques:** Using a variety of tools including brushes, sponges, fingers, and natural materials.
- **Art vocabulary:** Abstract art, primary colour, secondary colour, tint, shade, tone, natural, manmade, observational painting.
- **Observation and imagination:** Linking colours to objects, interpreting fire, and expressing ideas through painting.

Teamwork and Creativity:

- Discussing and sharing opinions about art.
- Learning from peers' techniques and choices.
- Collaboratively exploring new ideas while developing personal expression.

At home you can

- **Explore Colours:** Identify primary colours (red, blue, yellow) in your home. Try mixing them to make secondary colours (green, orange, purple).
- **Experiment with Tints and Shades**
- **Use Different Tools:** Paint with brushes, sponges, fingers, or
- **Create Your Own Art:** Make a fire-inspired painting using the colours and techniques you've learned. Have fun, be creative, and try new ideas!

Useful websites



<https://www.bbc.co.uk/cbeebies/games/cbeebies-creative-lab>



<https://www.bbc.co.uk/bitesize/topics/zdb4jff/articles/zn6w239>

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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 then 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/zxcnygk7/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

Bat, Ball, Wicket, Bowling, Batting, Fielding, Run, Overarm, Underarm, Catch, Teamwork, Communication, Fair play

In school we will be learning

This term, Year 2 students will be developing their understanding and skills in **cricket**, focusing on both individual abilities and working effectively as part of a team.

Skills to be developed:

Batting: Holding the bat correctly, striking the ball with control, and developing hand-eye coordination.

Bowling: Learning basic underarm and overarm techniques, accuracy, and consistency.

Fielding: Catching, throwing, and stopping the ball safely.

Running between wickets: Understanding the importance of speed and communication.

Tactical awareness: Knowing when to hit, bowl, or field effectively.

Teamwork and Collaboration:

Working cooperatively in small groups or teams.

Communicating clearly with teammates.

Supporting others and taking turns.

Following rules and understanding fair play.

Learning Outcomes:

By the end of the term, students should be able to:

Demonstrate basic cricket skills in a game situation.

Work as part of a team to achieve common goals.

Show respect for teammates and opponents.

Understand simple strategies and rules of cricket.



At home you can

- **Batting:** Practice hitting a soft ball or rolled-up sock with a bat or stick. Try aiming at targets (e.g., buckets or cones) to improve control.
- **Bowling:** Roll a ball along the ground to knock over plastic bottles. Practice gentle underarm or overarm throws at a target.
- **Fielding:** Catch a soft ball or balloon with a partner or against a wall. Stop and pick up the ball quickly, then throw it to a target.
- **Running and Teamwork:** Run short distances with a partner while passing a ball. Play simple backyard cricket games with family, taking turns batting and bowling.

Useful websites

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



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



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