



**St. Mary's Catholic Primary School, Chiswick**  
**Year 2 – Mr Lyons and Miss Heslington**  
**Autumn Term 2019**

*Living & Learning,  
Inspired by our faith*

**Topic Theme: What a Wonderful World**

How you can help...

R.E.

**The Chosen People:** We will help the children appreciate that they are chosen and gifted by God to do Him some definite service: to help others. We will also develop the children's knowledge of Abraham, Moses and Daniel and give some understanding of their faith and trust in God.  
**Mysteries:** We will develop the children's knowledge and understanding of the term 'mystery' and of the Christian understanding of God as 'Trinity'. We will then go on to outline the story of Jesus' birth and reflect on God's choice of Mary and Joseph.

**Reading**

- Please make sure your child reads every night for at least fifteen minutes and that the adult who listens to them signs their reading record. Each child will be given a reading day and will be expected to bring in their books on that day. They will also be given the opportunity to change their books once they have read.
- Ask your child questions about what they have read, ensuring that they are referencing the text to provide evidence for their answers.
- After you have read a page, ask your child to point out any **proper nouns, verbs, adverbs, adjectives or conjunctions**.
- Use the 'New words ...' section of the reading record to help your child incorporate new vocabulary in their writing and spoken language.

Reading

**Skills focus:**

- Listen to, discuss and express views about books.
- Discuss the significance of the title and events.
- Link what they hear or read to their own experiences.
- Explain their understanding of what is read.
- Discuss the sequence of events in books and how items of information are related.
- Discuss favourite words and phrases.
- Answer and ask questions.
- Predict what might happen on the basis of what has been read.
- Draw inferences on the basis of what is being said and done.
- Participate in discussion about what is read, taking turns and listening to others.

**Summary:** We will be reading various texts during the Autumn Term. We will also be using spoken language to develop an understanding of our class texts through imagining and exploring ideas in discussion, debate and role-play.

<p>Writing</p>	<p><u>Skills focus:</u></p> <ul style="list-style-type: none"> <li>- Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally.</li> <li>- Sequence sentences to form short narratives.</li> <li>- Write for different purposes including fictional personal experiences.</li> <li>- Reread and evaluate writing to check it makes sense and make simple revisions.</li> <li>- Use new and familiar punctuation correctly.</li> <li>- Use sentences in different forms.</li> <li>- Expand noun phrases to describe and specify.</li> <li>- Use past and present tense correctly and consistently.</li> <li>- Use simple conjunctions to link subordinate and co-ordinating clauses.</li> </ul> <p><u>Summary:</u> We will read <b>Claude in the City</b>, a story about a small plump dog with a penchant for snazzy berets and a bent for problem solving. Accompanied by his sidekick Sir Bobblysock, he ventures into the city to explore. On his trip to the city, he becomes a hero when he visits a museum, foils a robbery and saves the day! Our second book of the Autumn term is <b>The Story Tree, Tales to Read Aloud</b>, a collection of European folktales told by one of the master storytellers of his generation. The children will respond to the musicality of these retellings and begin to absorb the language of the stories into their everyday speech. This book links into our creative topic as the children will explore stories from different countries.</p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Complete the English homework each week. Ask your child to write more spelling sentences if you feel that they need further practice.</li> <li>• Ensure your child focuses on forming lower-case letters using cursive handwriting when completing their homework.</li> <li>• Please encourage your child to read over their work after they have finished. A good way of doing this is to let them read over their English homework and see if anything has been left out or needs changing (e.g. missing full stop or using a capital letter). Then read through the work together and see how it could be improved (e.g. could they include some of the new vocabulary from their reading books or add an expanded noun phrase for description in their writing).</li> <li>• Ask your child to include connectives in their sentences to create more detailed pieces of writing, such as <b>and, because, if, but, so</b>.</li> <li>• Remind children to check the spelling of key words, particularly words that have been set as homework.</li> <li>• Practice words which have been sent as spellings each week. Discuss ways in which your child can remember the spelling.</li> <li>• Other ways to help improve spelling and punctuation would be to write down some unpunctuated sentences for your child to punctuate correctly or dictate a sentence, either made up or read from a book, for your child to write down with the correct punctuation and spelling.</li> </ul>
<p>Spelling Punctuation and Grammar</p>	<p><u>Skills focus:</u></p> <ul style="list-style-type: none"> <li>- Using capital letters, full stops, question marks and exclamation marks correctly.</li> <li>- Using commas for lists.</li> <li>- Using sentences with different forms: statement, question, exclamation and command.</li> <li>- Using expanded noun phrases to describe.</li> <li>- Using the present and past tenses correctly.</li> <li>- Using subordination and co-ordination.</li> </ul>	

	<ul style="list-style-type: none"> <li>- Learning to spell some homophones.</li> <li>- Learning to spell words with contracted forms.</li> <li>- Learning to spell words ending in -il.</li> </ul>	<p><b><u>Maths</u></b></p>
<p>Mathematics</p>	<p><u>Skills focus:</u></p> <p><b>Measurement and Statistics:</b></p> <ul style="list-style-type: none"> <li>- Choose and use appropriate standard units to estimate and measure length/height</li> <li>- Compare and order lengths, mass, volume/capacity and record results using &gt;, &lt; and =</li> <li>- Recognise and use symbols for pounds (£) and pence (p)</li> <li>- Find different combinations of coins that equal the same amounts of money</li> </ul> <p><b>Number and Place Value:</b></p> <ul style="list-style-type: none"> <li>- Understanding place value (hundreds, tens and ones)</li> <li>- How we multiply or divide a number by 10 to make it ten times greater or smaller</li> <li>- Representing numbers in different ways including with Dienes, coloured counters, cubes, money (£1, 10p and 1p coins) on a number line and 100 square</li> <li>- Being able to solve missing number problems confidently.</li> </ul> <p><b>Fractions:</b></p> <ul style="list-style-type: none"> <li>- Using the sharing model of division, understanding what denominator and numerator means</li> <li>- Focusing on halves and quarters, exploring these fractions of shapes that have the same area but are not identical</li> <li>- Adding and subtracting halves and quarters using coloured cards</li> <li>- Start to explore equivalent fractions between halves and quarters</li> <li>- Problem solving using the bar model.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete the Maths homework each week. Set your child more questions if you feel that they need more practice.</li> <li>• Encourage and praise your child for giving maths questions a go, even if they are not sure of the answer.</li> <li>• Ask your child to revise all their number bonds to 20 as well as the related subtraction facts.</li> <li>• Give your child some missing number problems e.g. <math>? - 10 = 4</math>.</li> <li>• Recap counting in 2s, 5s and 10s.</li> <li>• Reinforce partitioning three digit numbers, ensuring the children understand the value of hundreds, tens and ones.</li> <li>• Rehearse telling the time to the nearest 15 minutes.</li> <li>• Practice the weekly mental arithmetic task that has been set each week.</li> </ul>

Science	<p><u>Skills focus:</u></p> <p><b>Animals Including Humans – Healthy Humans:</b></p> <ul style="list-style-type: none"> <li>- Recognise that all animals, including humans, have offspring that grows into adults and compare and contrast adults and their offspring.</li> <li>- Identify the basic needs of animals, including humans, for survival (i.e. water, food and air).</li> <li>- Recognise and describe the importance for humans of exercise, a healthy diet and hygiene.</li> </ul> <p><b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>- Perform a simple test and observe closely the effect of exercise on the heart rate.</li> <li>- Record findings in a table.</li> <li>- Answer enquiry question using data and ideas.</li> </ul>	
P.E.	<p><u>Skills focus:</u></p> <p><b>Team Games:</b></p> <p>Pupils should master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. They should participate in team games, developing simple tactics for attacking and defending.</p> <p><b>Dance:</b></p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others</p>	
Music	<p><u>Skills focus</u></p> <ul style="list-style-type: none"> <li>- Sing and follow the melody (tune).</li> <li>- Sing accurately at a given pitch.</li> <li>- Perform with others.</li> <li>- Play simple rhythmic patterns on an instrument.</li> <li>- Sing/ clap a pulse increasing or decreasing in tempo.</li> </ul>	

		<ul style="list-style-type: none"> <li>- Tell the difference between long and short sounds.</li> <li>- Tell the difference between high and low sounds.</li> </ul>	
Computing		<p><u>Skills focus:</u></p> <p><b>Computing:</b></p> <ul style="list-style-type: none"> <li>- Understand what algorithms are and how they are implemented as programs on digital devices.</li> <li>- Say the order to do things to make something happen and talk about this as an algorithm.</li> <li>- Program a robot or software to do a particular task using clear instructions.</li> <li>- Look at a friend’s program and say what will happen.</li> <li>- Watch a program, execute and spot where it goes wrong and then debug it.</li> </ul>	
Creative Subjects	History and Geography	<p>During the term, the children will be exploring our wonderful world, locating the seven continents and oceans. We will also follow the Rugby World Cup as part of our creative theme.</p> <p>The children will develop their geographical knowledge about the world and use geographical vocabulary to increase their locational and place knowledge. As well as locating the seven continents and oceans, the children will describe simple human and physical features about the continents of the world, name and begin to locate countries of the world using an atlas or globe.</p>	
	Art & Design	<p>In Art and Design, we will also be mixing paints to create all the secondary colours, predicting the outcomes when we mix and match colours. We will look at a variety of different artists throughout year 2.</p>	
	Design & Technology	<p>We will create our own work in response to these artists work linking this to our topic “What a Wonderful World”</p> <p>Linked to this term’s Science topic, in Design and Technology, the children will be designing, making and evaluating a healthy sandwich, ensuring they are hygienic when preparing food.</p>	