



# St Stephens Community Academy

**“Embracing Learning; Inspiring Ambition; Celebrating Individuality.”**

**Year 2      AUTUMN TERM 2023**

**Our learning themes for this term are - ‘What is the geography of where I live like?’ and ‘How do our toys and games compare with those of children in the 1960’s?’**

**Reflectiveness, Resourcefulness, Resilience, Reciprocity**

We will be further developing our understanding of these learning skills in order to become more efficient, independent and proactive learners. A particular focus will be on developing active and appropriate listening and talking skills through a range of games and activities and being able to articulate what we have learnt not what activity we have taken part in.

<b>SMSC</b>	We will be using Picture News to talk about current events as well as what is happening in the news both locally, nationally and globally.
<b>PSHE</b>	We will be recognising and responding to our own and others' feelings and identifying ways that good friends care for each other. We will also be exploring the differences and similarities between people, physical and non-physical, and which people are special to us and why.
<b>RE</b>	We will be learning about how to recognise that there are special people and places in Cornwall that are sacred to believers. To identify at least three sacred/holy places in Cornwall and give a simple account of how they are used, why they are important and what people do there. To re-tell a story about a Cornish Saint and connect this story to the local area. We will also be thinking about the question ‘Why does Christmas matter to Christians?’. We will recognise that stories of Jesus’ life come from the Gospels and be able to give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians. We will also be able to give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas.
<b>How to help</b>	Talk to your child about current events happening within our world. Talk about different communities inside and outside of our family. Talk about keeping safe in the home and when you are out and about. Try and read some different Cornish stories.
<b>English</b>	<u>Reading</u> Reading will take place in all areas of the curriculum, as well as during discrete reading lessons. The focus for this term will be to read accurately most words of two or more syllables, to check what has been read makes sense, as well as to correct any inaccurate reading. We will also be concentrating on answering questions and making inferences about what has been read, as well as explaining what has happened so far in a piece of text. <u>Writing</u> Just like reading, writing will take place in all areas of the curriculum, as well as during discrete English lessons. We will be focusing on demarcating sentences with capital letters and full stops, as well as question marks when required. We will also concentrate on using conjunctions such as or/and/but/when/if/that/because. In spelling we will be supporting the children to segment spoken words into phonemes (single sounds) and represent these by graphemes (letters), spelling many of these words correctly. In handwriting we will be focusing on the formation of capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
<b>How to help</b>	Some children will be starting Accelerated Reader during the Autumn Term, others will continue on Read Write inc. Both the Accelerated Reader and Read Write inc programmes are designed to find books that are the right level for your child, encourage your child to read more and improve your child's reading ability. Please read with your child for a minimum of <u>20 mins</u> each day to ensure they make a good level of reading progress.



Ensuring children are writing for a purpose is a great way to motivate writing. Maybe your child could write a shopping list, a thank you letter or some questions about any of our learning in school.

**Maths**  
 In maths we will be learning how to read and write numbers to at least 100 in numerals and in words, along with to recognise the place value of each digit in a two digit number (tens, ones). We will be able to identify, represent and estimate numbers using different representations including the number line and compare and order numbers from 0 up to 100; use <, > and = signs. We will develop how to use place value and number facts to solve problems, as well as to count in steps of 2, 3 and 5 from 0, and in tens from any number, forwards and backwards.

**How to help**

**New maths vocabulary for year 2**

Number and place value	Measure	Geometry (position and direction)	Geometry (properties of shape)	Fractions	Data/statistics	General/problem solving
Numbers to one hundred	Quarter past/to	Rotation	Size	Three quarters, one third, a third	Count, tally, sort	Predict
Hundreds	m/km, g/kg, ml/l	Clockwise, anticlockwise	Bigger, larger, smaller	Equivalence, equivalent	Vote	Describe the pattern, describe the rule
Partition, recombine	Temperature (degrees)	Straight line	Symmetrical, line of symmetry		Graph, block graph, pictogram, Represent	Find, find all, find different
Hundred more/less		Ninety degree turn, right angle	Fold		Group, set, list, table	Investigate
			Match		Label, title	
			Mirror line, reflection		Most popular, most common, least popular, least common	
			Pattern, repeating pattern			

**Science**  
 In Science we are going to be learning about the uses of everyday materials. We will identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses and find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. We will also be really thinking about Working Scientifically. by asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment and performing simple tests.

**How to help**  
 Discuss the materials that different objects are made from and why this material is suitable for that objects.

**Physical Development**  
 We will be working with Arena this term where we will be learning about fundamental skills, which will include locomotor skills such as running, skipping, jumping and hopping and manipulative skills such as catching, kicking and throwing. We will also be completing a unit based on Games skills,

**How to help**  
 Play in park, practising fundamental movements such as balancing and climbing. Talk about what we need to keep our bodies healthy, such as eating healthy food.

**Creative Arts/DT**  
 In Art we will be using drawing to develop and share our ideas, experiences and imagination. We will be developing a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. We will also be learning about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to our own work.



<b>How to help</b>	Lots of observational drawing of the things around them. What can you see from your window? How can you make your lines darker and lighter?
<b>Humanities</b>	<p>In Geography our theme is called 'What is the geography of where I live like?' Firstly, we will distinguish between geographical features that are essentially 'human' in origin and those physical features that are natural or at least semi-natural. We will use GIS (Geographical Information System) data on Google Earth and Digi-Map together with our own local fieldwork recording and interpretation to consolidate the understanding of key concepts such as location, distribution and change. We will also gain an awareness of what geographers do, i.e. study the interactions or connections of people with environments and begin the process of becoming 'good geographers' as well as being 'good at geography'.</p> <p>In History our theme is 'How do our toys and games compare with those of children in the 1960's?' We will identify and describe some of the ways in which historians divide up time and suggest reasons why dividing up time into periods helps in the study of History. We will also construct and describe a simple timeline of significant events in British history and describe some of the important events which occurred during the decade of the 1960s. We will identify, observe and describe the most popular games and toys of the 1960s and compare and contrast these toys and games with popular toys and games of today.</p>
<b>How to help</b>	Talk about the area around Launceston, or places that you visit, referring to key geographical vocabulary (as above). Look at maps of different areas, discussing some of these features.

**Notes for Parents:**

Please keep an eye out for the Learning Organisers that will be sent home at the start of each theme. These outline the key learning concepts for each theme and key vocabulary that the children will need to learn and understand.

At the start of each theme your child will also receive a new home learning grid in their home learning book.

PE will take place regularly so please make sure full PE kits are in school each day, along with your child's reading book and reading record book.