

Dear Year 2 Parents/Carers,

Below you will find our curriculum map annotated with suggestions of how you can support your child at home. Although this is an **abridged version**, the curriculum map offers an insight into the broad and rich curriculum offered at Our Lady of Lourdes. It offers an insight into the opportunities available to your child and enables you to be an active participant in their learning journey.

General Information for Year 2:		
<b>Uniform</b>	Please ensure you refer to the Uniform Policy regarding our school uniform and PE kit on the following link: <a href="https://www.ourladyoflourdesrcprimary.org/uniform/">https://www.ourladyoflourdesrcprimary.org/uniform/</a>	
<b>PE</b>	Both classes will have weekly outdoor and indoor lessons. All PE kits must be labelled with children's names.	
<b>Homework</b>	Home learning is issued on a <b>Friday</b> to be returned on a <b>Wednesday</b> . ➤ Tasks will be based on our current English and maths topics of study. At times there may be additional tasks linked to history, geography or science.	
	➤ Please read with your child and record this in their reading journal <b>daily</b> to show what you have read together and the discussions you have had with your child. <i>How to help your child:</i> ➤ Listen to your child read daily. ➤ When you listen to your child read, discuss the story and the events that happened to the main characters, along with comparisons with similar stories. Other reading skills to further develop with your child include: clarifying new words, predicting what happens, summarising the end of pages or chapters and answering retrieval and inference style questions. ➤ Encourage your child to use 'evidence' from the text to 'prove' their view point. ➤ Use the world around you e.g. signs, posters, road names, instructions for a game, magazines and recipe books, as well as the books provided by school. ➤ Encourage your child to read a range of genres, including non-fiction. ➤ Encourage your child to read for pleasure and model this to them. It encourages the children to read when they see adults with books and newspapers to hand.  Recommended Reading List – Year 2 <a href="https://www.booksfortopics.com/booklists/recommended-reads/year-2/">https://www.booksfortopics.com/booklists/recommended-reads/year-2/</a>	
	<b>Reading</b>	
	<b>Spelling</b>	2. Spelling rules, patterns and tasks will be sent home as part of the weekly homework for your child to practise and/or investigate. Please support your child to learn their weekly spellings. ➤ Practise spelling the common exception words for Year 2: <a href="https://cdn.oxfordowl.co.uk/2019/08/29/13/50/37/10bf76a2-c1dd-42e6-88af-0686acd91609/CommonExceptionWords_Y2.pdf">https://cdn.oxfordowl.co.uk/2019/08/29/13/50/37/10bf76a2-c1dd-42e6-88af-0686acd91609/CommonExceptionWords_Y2.pdf</a> .
<b>Maths</b>	3. Year 2 are expected to learn and recall from memory, at least the 2, 5 and 10 times tables. You can use Times Tables Rock Stars to help your child learn these multiplication facts and their related division facts. <a href="https://trockstars.com/">https://trockstars.com/</a> 4. Mathletics will be used to support home learning.  • Please refer to our Mathematics Calculation Booklet. It is found on our school website, following this link: <a href="https://www.ourladyoflourdesrcprimary.org/maths/">https://www.ourladyoflourdesrcprimary.org/maths/</a>	

Curriculum map and ways to support your child's learning beyond the classroom - Year 2			
Subject	Autumn	Spring	Summer
English Writing	To support the development of the pupils' writing a range of texts are explored, including narratives, recounts and information texts.  Pupils will also be using activities, such as drama and role play to further explore the texts and support their writing.	The pupils will write for a range of purposes, understanding how different text types, including reports and narratives, are structured.  Pupils will further develop their English skills by planning and editing their extended pieces of writing.	Different styles of writing and genres are further explored through carefully chosen texts, cross-curricular where applicable.  The process of planning and editing will continue to ensure the meaning of their writing is clear.
	<p>The teaching of Vocabulary, Grammar, Punctuation and Spelling (SPaG) is taught across all areas of the curriculum in addition to reading and writing.</p> <p>At the end of Year 1, the pupils completed their DfE phonics screening check. The sounds necessary to support the children in their reading and spellings are revised and consolidated throughout Year 2.</p> <p>Handwriting continues to be a key focus in Year 2 in order to meet the standards for the end of KS1 expectations and also in preparation for Key Stage Two. In Year 1, the pupils were taught how to join their letters and this will continue in Year 2 as the expectation is they will form and join their letters consistently.</p>		
Reading	<p>Reading is taught throughout the year across a range of carefully selected texts that include fiction, novels, non-fiction and poetry genres.</p> <p>In addition to the teaching of Phonics, the skills of reading are built on and further taught throughout the year. Reading skills are developed in Key Stage 1 and include predicting, clarifying, summarising, questioning, inference and debating.</p>		
English Curriculum	<p><b>Writing, Reading and SPaG National Curriculum - Year 2</b></p> <p>To view the National Curriculum Year 2 English programme of study visit the following website:</p> <p><a href="https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study#year-2-programme-of-study">https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study#year-2-programme-of-study</a></p>		
Ways to support your child at home	<p>Please read daily with your child and record this in their reading diaries.</p> <p>Discuss with your child what they have read; talk about the actions and reactions of characters and their interaction with their settings. Further develop your child's inference skills by asking questions such as: <i>Why did the character do that or feel that way? How do we know how the character feels without being told by the author? Why has the author chosen these words to describe the character? Have you read another story by this author? How is the setting important in the story?</i></p> <p>Across the year, spelling rules will be explored and spellings linked to the rules will be sent home weekly. Please support your child with learning their weekly spellings.</p> <p>Review <b>Year 2 common exception words</b>:  <a href="https://cdn.oxfordowl.co.uk/2019/08/29/13/50/37/10bf76a2-c1dd-42e6-88af-0686acd91609/CommonExceptionWords_Y2.pdf">https://cdn.oxfordowl.co.uk/2019/08/29/13/50/37/10bf76a2-c1dd-42e6-88af-0686acd91609/CommonExceptionWords_Y2.pdf</a> .</p>		
	<p><b>Recommended Reading List – Year 2</b></p> <p>This list features a wide range of genres and themes, such as adventure, friendship, animals, mystery, to cater to a range of children's reading levels and interests.</p> <p><a href="https://www.booksfortopics.com/booklists/recommended-reads/year-2/">https://www.booksfortopics.com/booklists/recommended-reads/year-2/</a></p>		

	Autumn	Spring	Summer
<b>Maths</b>	<p>Develop fluency of place value within numbers up to 100.</p> <p>Develop fluency and efficiency of addition and subtraction methods within a given number range.</p> <p>Develop an understanding of measurement and solve one-step problems.</p>	<p>Add and subtract within a given context and apply when solving one-step and word numerical problems.</p> <p>Recall multiplication and division facts: 2, 5 and 10 multiplication tables.</p> <p>Compare and order a variety of units of measurement, including time.</p> <p>Develop fluency in telling the time.</p>	<p>Develop fluency of identifying and finding fractions of numbers, length and money.</p> <p>Solve problems using units of time.</p> <p>Describe position, direction and movement, including rotations.</p> <p>Apply knowledge of all four operations to solve a range of mathematical problems for number, measurement, geometry and fractions.</p>
<b>Ways to support your child at home</b>	<p>Discuss the learning from your child's Mathematics tasks.</p> <p>Year 2 are expected to learn and recall from memory at least the 2, 5 and 10 times tables. Use Times Tables Rock Stars to help your child learn these multiplication facts and their related division facts. <a href="https://trockstars.com/">https://trockstars.com/</a></p> <p>Discuss maths that applies to real life, such as knowing the values of notes and coins to make amounts of money and giving change from money. This is an essential skill, despite cash not being used as frequently.</p> <p>Support your child to read the time on both analogue and digital clocks to the nearest five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</p> <p>Discuss measurements when cooking with dry (grams/kilograms) and wet (millimetres/litres) ingredients and temperature (°C). When making crafts, measure using centimetres and millimetres.</p> <p>Other real-life opportunities include working out quantities needed for a party, giving directions from a given point, cutting a piece of fruit/cake/pizza into fractions. The fractions Year 2 are expected to understand are <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math>.</p> <p>Ask questions which require mathematical reasoning e.g. <i>could this number sentence be correct? <math>72 - 9 = 13</math> Why? / Why Not? / Explain your answer.</i></p> <p>Please refer to our <b>Mathematics Calculation Booklet</b>. It is found on our school website, following this link: <a href="https://www.ourladyoflourdesrcprimary.org/maths/">https://www.ourladyoflourdesrcprimary.org/maths/</a></p>		
<b>Mathematics Curriculum</b> <b>Year 2 Programme of Study</b>	<p><b>Mathematics National Curriculum - Year 2</b></p> <p><b>Year 2 - End of Year Expectations:</b></p> <p><b>Number - number and place value</b></p> <ul style="list-style-type: none"> <li>count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward</li> <li>recognise the place value of each digit in a two-digit number (10s, 1s)</li> <li>identify, represent and estimate numbers using different representations, including the number line</li> <li>compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>read and write numbers to at least 100 in numerals and in words</li> <li>use place value and number facts to solve problems</li> </ul> <p><b>Number - addition and subtraction</b></p> <ul style="list-style-type: none"> <li>solve problems with addition and subtraction: <ul style="list-style-type: none"> <li>using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>applying their increasing knowledge of mental and written methods</li> </ul> </li> <li>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> <li>a two-digit number and 1s</li> <li>a two-digit number and 10s</li> </ul> </li> </ul>		

- 2 two-digit numbers
  - adding 3 one-digit numbers
  - show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot
  - recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems
- Number - multiplication and division**
- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
  - calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs
  - show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot
  - solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
- Number - fractions**
- recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity
  - write simple fractions for example,  $\frac{1}{2}$  of 6 = 3 and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$
- Measurement**
- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
  - compare and order lengths, mass, volume/capacity and record the results using >, < and =
  - recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
  - find different combinations of coins that equal the same amounts of money
  - solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
  - compare and sequence intervals of time
  - tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
  - know the number of minutes in an hour and the number of hours in a day
- Geometry - properties of shapes**
- identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line
  - identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
  - identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
  - compare and sort common 2-D and 3-D shapes and everyday objects
- Geometry - position and direction**
- order and arrange combinations of mathematical objects in patterns and sequences
  - use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)
- Statistics**
- interpret and construct simple pictograms, tally charts, block diagrams and tables
  - ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
  - ask-and-answer questions about totalling and comparing categorical data

	Autumn	Spring	Summer
RE	<p>Creation and Covenant</p> <p>Prophecy and Promise</p>	<p>Galilee to Jerusalem</p> <p>Desert to Garden</p> <p><i>Our Lady of Lourdes Feast Day</i></p>	<p>To the ends of the Earth</p> <p>Dialogue and Encounter</p> <p>JOURNEY IN LOVE - We meet God's love in our Family</p>

<p><b>Ways to support your child at home</b></p>	<p>Please see the separate R.E. topic letter on the school website for key dates and how to support your child/children at home.</p> <p>Share prayers with your child, including the daily school prayers that are printed in your child's reading diary. Learn the key responses for Mass. Read the story of Pentecost and discuss it with your child. Talk about the rules you have at home or rules which the children have to follow at clubs. As part of Catholic Social Teaching, discuss ways in which we take care of other and God's world.</p>					
<p><b>Science</b></p>	<p><b>Autumn</b></p>		<p><b>Spring</b></p>		<p><b>Summer</b></p>	
	<p><b>Animals Including Humans</b></p>	<p><b>Animals Including Humans (Taking care of ourselves)</b></p> <p><b>Living Things and their Habitats</b></p>	<p><b>Living Things and their Habitats</b></p>	<p><b>Plants</b></p>	<p><b>Everyday Materials</b></p>	<p><b>Environmental Science</b></p> <p><b>Consolidation of Year 2 Learning</b></p>
	<p>The science topics above are taught in conjunction with the skills of working scientifically.</p> <p>Pupils will conduct investigations and experiments across these topics to develop a deep understanding of the areas of learning and associated terminology.</p>					
<p><b>Ways to support your child at home</b></p>	<p>Together you can watch and discuss 'What do animals need to survive?' on BBC Bitesize. <a href="https://www.bbc.co.uk/bitesize/subjects/z6svr82">https://www.bbc.co.uk/bitesize/subjects/z6svr82</a></p> <p>Children could help to prepare healthy meals at home using their knowledge of the food groups.</p> <p>Consider where the different foods we eat come from and the times of year particular produce is available.</p> <p>Look at family members and how they have changed over time using photographs etc.</p>		<p>Together, look at animal websites, for example Kids National Geographic, the RSPB or Springwatch. <a href="https://kids.nationalgeographic.com/animals">https://kids.nationalgeographic.com/animals</a></p> <p>Find out about any pets you have or animals your child is interested in.</p> <p>Find out about nocturnal animals. Explore habitats that are similar and those which are very different from each other.</p> <p>Draw, paint or use other media to depict animals.</p>		<p>List the different materials you can see around your home and in the wider world. Make a list of words to describe the look, the feel and the properties of different materials.</p> <p>Discuss why materials are used for a given purpose e.g. glass for windows because it is transparent. Make a collage using different materials.</p> <p>Ask the children to help you with the recycling and discuss the importance of reducing waste in the world.</p> <p>Look at what is recycled in your local area e.g. in the supermarket and at home. Have discussions about the effects of recycling. Explore the impact recycling has on the environment in our country and further afield.</p>	
<p><b>Science Curriculum</b></p>	<p><b>Science National Curriculum - Year 2</b></p> <p>To view the National Curriculum Year 2 science programme of study visit the following website: <a href="https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#year-2-programme-of-study">https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#year-2-programme-of-study</a></p>					
<p><b>History &amp; Geography</b></p>	<p><b>Autumn</b></p>		<p><b>Spring</b></p>		<p><b>Summer</b></p>	
	<p><b>Geography</b> Geography locations and map work</p>	<p><b>History</b> Changes within living memory- Children in WW2</p>	<p><b>Geography</b> India</p>		<p><b>History</b> Great Fire of London</p>	



Ways to support your child at home	<p>Look at World, European and UK maps in various forms, for example paper copy, globe, Google Earth or Sat Nav. Discuss places you have visited or where family live in the UK or around the World; help your child to locate them on a map. Talk about the journey you would need to undertake to get there e.g. mode of transport and length of journey.</p> <p>WW2- If possible, talk to older friends or family about their own experiences, or the stories they have been told from their family members of this time. Visit the Imperial War Museum or the Hendon Museum of Flight, either in person or online.</p>		<p>Talk to the children about your local area and the facilities available to them. Visit a high street and look at the different shops. If you have family in other parts of the world, it would be good to ask them about the shops they have in their local area to see if they are different or the same.</p> <p>Look at maps of our local area and routes the children take regularly using different modes of transport.</p> <p>Please let us know if you have ever visited India or have connections with this country.</p>		<p>Discuss with your child what they are learning at school. Talk about events that have happened in their own lifetime. Discuss family history to help with an understanding of chronology.</p> <p>Encourage your child to research the events of the Great Fire using different sources e.g. books from the library, the internet or leaflets from a visit. Help your child access the key information from the following websites.</p> <p>Visit the Museum of London website for images of artefacts and information linked to this period of history. <a href="https://www.museumoflondon.org.uk/discover/great-fire-london-1666">https://www.museumoflondon.org.uk/discover/great-fire-london-1666</a></p> <p>Visit the website for The Monument to the Great Fire of London. <a href="https://www.themonument.info/">https://www.themonument.info/</a> Encourage personal diary writing and any writing and drawing they wish to do at home.</p>	
	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
<b>Computing</b>	Online Safety	Online Safety	Online Safety <i>Safer Internet Day</i>	Online Safety	Online Safety	Online Safety
	ICT Skills	ICT Skills	Early Coding	Early Coding	Early Coding	Early Coding
	ICT Theory	Early Coding	Programming Theory	Programming Theory	Programming Theory	Programming Theory
	Digital Art	Computer Science Theory	Programming Theory			
<b>PE</b>	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
	Multi-Sport Skills: Throwing and catching	Invasion Games	Hockey	Multi-Sports: Racket Skills	Target Games	Athletics
	Gymnastics	Dance	Circuit Training	Dance	PE Enrichment	PE Enrichment
<b>Music</b>	<p><b>Pulse, Rhythm and Pitch</b> – Pupils will learn to move in time and keep a steady beat; create their own rhythmic and melodic patterns.</p> <p><b>Playing in an Orchestra</b> – Pupils learn about the instruments in an orchestra and play tuned and untuned instruments together as a class.</p>		<p><b>Inventing a Musical Story</b> – Pupils will use instruments with different sounds - loud or soft, fast or slow, smooth and connected, or short and detached - to communicate a story and different emotions.</p> <p><b>Recognising Different Sounds</b> - Pupils will learn to recognise the sounds that different instruments and voices make. They will learn about harmony, voices and instruments working together to</p>		<p><b>Reflect, Rewind and Replay</b> – consolidate learning. Listen to a variety of well-known classical pieces. The children continue to compose and improvise using their voices and instruments.</p>	

		play different pitches that sound at the same time.		
<b>Art</b>	<b>Ourselves</b> Pupils explore portraits of famous artists. Observational drawing skills - use a variety of materials to create texture for hair and skin.	<b>Food Glorious Food</b> Pupils look at still life drawings from carefully selected artists to inspire their own colour work.	<b>In The Wild</b> Pupils draw bugs from film, stills and pictures. They will make observational drawings using a variety of medium.	
<b>Design &amp; Technology</b>	Design and make a Christmas stocking.	Diva Lamps.	Design and make a Stuart home using a range of materials.	
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	
	Lessons are discussion based. They encompass <b>Growth Mind-set, British and School Values</b> and are taught throughout the year. <b>Cross-curricular Links</b> with Religious Education, Science and Computing.			
<b>Relationships and Health Education</b>	<p><b>Health Education:</b> Mental Wellbeing</p> <p><b>Relationship Education:</b> Caring Friendships</p> <p><b>Relationship Education:</b> Respectful Friendships</p> <p><i>Anti-Bullying Week</i></p>	<p><b>Health Education:</b> Mental Wellbeing</p> <p><b>Health Education:</b> Internet Safety and Danger</p> <p><b>Relationship Education:</b> Online Relationships</p> <p><b>Health Education:</b> Being Safe</p> <p><i>Safer Internet Day</i></p> <p><i>Mental Health Awareness</i></p>	<p><b>Health Education:</b> Internet Safety and Danger</p> <p><b>Health Education:</b> Basic First Aid</p> <p><b>Relationship Education:</b> Being Safe</p> <p><b>Health Education:</b> Physical Health and Fitness</p> <p><b>Health Education:</b> Healthy Eating</p>	<p><b>Health Education:</b> Health and Prevention</p> <p><b>Relationship Education:</b> Families and people who care for me</p> <p><b>Relationship Education:</b> Being Safe</p>

As always, if there is anything you are unsure of or would like to clarify, please speak to your child's class teacher.

