

## Curriculum Overview

### Grade 2 – 2<sup>nd</sup> Half of Term 1 – 2023

This document is designed to give you an outline of what your child will be learning over the coming weeks. We will do our utmost to help your child achieve these goals. Your child's teachers are very happy to discuss with you how best you can support your child with their learning and celebrate their achievements. Please read the Parent's advice printed in green for useful tips and support in class.



### WHAT YOUR CHILD NEEDS TO BRING



- 1) **PE Kit** – Please bring in PE kits on Thursday. Indoor gym shoes and outdoor gym shoes are kept at school.
- 2) **A healthy packed lunch and morning snack**
- 3) **A named water bottle**
- 4) **An art smock** for art. This will remain in school unless sent home for cleaning.
- 5) **Library Bags** on their allocated library days. These should include a plastic sleeve to prevent books from being damaged. Students will not be able to borrow books from the school library unless they bring their library bags.

#### Homework

Homework is posted each Thursday on Seesaw and should be uploaded by Monday. It will include one piece of English and one piece of maths, covering topics completed in class. Pupils will also have 5 vocabulary words to learn each week- the focus being their understanding of the meaning of the vocabulary.

Children should read at home and discuss the guided reading stage story with an adult. Please complete the reading reflection posted on Seesaw each Thursday. Children will return and collect a new take home reading book every Monday and change it throughout the week when required. School library books can also be borrowed each week during library time.

**Please note that homework is intended as reinforcement of what your child has learnt and should not be completed by the parent. Should your child have any difficulty completing any tasks set, please inform your child's teacher.**

| TERM ONE – 2 <sup>ND</sup> HALF |   |
|---------------------------------|---|
| English                         | <p><b>G2 - Oxford International English.</b><br/>Our studies are organised into nine levels of themed units spread throughout the year. At the start of G2 we focused on fiction and story writing. Over the latter part of the term we will work on instructions (non-fiction unit) and poetry.</p> <p><b>Writing</b><br/><b>Unit 2 – Non-Fiction, including writing instructions</b><br/><b>Phonics, Grammar, Vocabulary and Handwriting</b></p> <ul style="list-style-type: none"> <li>Prefixes, suffixes, punctuation, conjunctions, verb tenses</li> </ul> <p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>Non-fiction instructions</li> <li>Weekly reading/ Epic</li> </ul> <p><b>Listening and Talking</b></p> <ul style="list-style-type: none"> <li>Talk Time-engaging with the content of assemblies, lessons, and everyday conversation</li> <li>Explaining instructions clearly, using time words such as next, then, after that</li> <li>Performing Poetry—using voice, cadence, gestures and intonation, performing poetry in front of the class</li> </ul>  |
| Maths                           | <p>We will continue the MEXT objectives through Oxford International Maths and other sources. We have so far discussed place value, rounding, comparing numbers (greater than, less than and equal to) and practised our mental strategies when solving simple addition and subtraction problems. Our next units are as follows:</p> <p><b>Unit 4 – Addition and Subtraction</b><br/>-Extending our addition and subtraction knowledge of 2-digit numbers to those of 3 and 4 digits<br/>- Using the column method to solve addition and subtraction problems, including problems which require regrouping numbers</p> <p><b>Unit 5- Multiplication and Division</b><br/>-Looking at the relationship between multiplication and division<br/>-Representing multiplication problems in arrays (e.g. 2X5 can be represented as 2 rows of 5 and 5 columns of 2, or 2 columns of 5 and 5 rows of 2)<br/>- Using manipulatives to model the concept of division<br/>- Solving 2-digit by 1-digit multiplication and division problems, including those with remainders.<br/><i>We would really appreciate any extra support at home to help your child remember their times tables to 12.</i></p> |
| PSNS                            | <p style="text-align: center;"><b>The Seasons - Nature Around Us</b></p> <p>We will explore the concepts of living and growing and discover where our food comes from. We will also learn how to make good choices about the food we eat and discuss what constitutes healthy food.</p>   |
| ICT                             | <p style="text-align: center;"><b>Written Computer Skills and Multimedia Skills</b></p> <p>Students will continue to work on identifying the different keys on a keyboard and using correct finger placement when typing. In addition, they will begin to learn basic video editing techniques using the iPad app <i>Clips</i>.</p>   |
| Ethics                          | <p style="text-align: center;"><b>Assemblies</b></p> <p><i>Friday 26th May: G2Y Assembly</i><br/><i>Friday 16th June: G2G Assembly</i></p>  |

| Expressions Through Art   |   |   |  |
|---|---|---|--|
| Art and Design  | <p>We are continuing to:</p> <ul style="list-style-type: none"> <li>understand shape and colours through one's senses</li> <li>make self-portraits to communicate ideas about ourselves</li> <li>talk about images in drawings and artist's self-portraits</li> <li>investigate how paintings etc. communicate ideas to their audience.</li> </ul> <p><i>Please discuss any of your child's favourite paintings and/or photographs, as well as what they think and feel when looking at them. Encourage them to sketch freely in their free time.</i></p>   |   |  |
| Music   | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p style="text-align: center;"><b>Singing</b></p> <ul style="list-style-type: none"> <li>Develop singing skills, listening to one's voice and pronunciation.</li> <li>Listen to sample music and sing and use Do/Re/Me notation and notes.<br/><i>Parents please encourage your child to sing at home songs they learn in school</i></li> </ul> </td> <td style="width: 50%; padding: 5px;"> <p style="text-align: center;"><b>Instruments</b></p> <ul style="list-style-type: none"> <li>Through listening to instrumental music, play some accompanying rhythms.</li> <li>Learn to play with feeling through understanding the mood of songs.</li> </ul> </td> </tr> </table>  | <p style="text-align: center;"><b>Singing</b></p> <ul style="list-style-type: none"> <li>Develop singing skills, listening to one's voice and pronunciation.</li> <li>Listen to sample music and sing and use Do/Re/Me notation and notes.<br/><i>Parents please encourage your child to sing at home songs they learn in school</i></li> </ul>   | <p style="text-align: center;"><b>Instruments</b></p> <ul style="list-style-type: none"> <li>Through listening to instrumental music, play some accompanying rhythms.</li> <li>Learn to play with feeling through understanding the mood of songs.</li> </ul>  |
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| Creative Studies  | <p>For the remainder of Term One, we will be focussing on student citizenship, working in our school's gardens and nature areas, including our pond, to beautify our school environment. Students will learn teamwork and responsibility through various gardening tasks and written activities.<br/>We will also deliver personal development targets through our weekly and class led assemblies.</p>   |   |  |
| Japanese  | <p><b>Kokugo</b></p> <ol style="list-style-type: none"> <li>160 Kanji characters throughout the year (reading, writing, making words, and idiom in Kanji.)</li> <li>Reading; read an explanatory text (Sumire to ari ) and a story(Kitsune no Okyakusama)</li> <li>Writing; write a story and making a quiz.<br/>(Hiroi kouen, Ikimono quiz wo tsukurou)</li> <li>Researching living lives (Ikimono quiz wo tsukurou)<br/><i>Parents please ensure that your child completes their homework every evening and revisit past work covered in class.</i></li> </ol> <p><b>Japanese Studies</b></p> <ol style="list-style-type: none"> <li>Hiragana, Katakana, and Kanji Practice</li> <li>Speaking and Listening: ' What you did during weekend'</li> <li>Reading : Short Story</li> <li>Writing: Short Diary</li> <li>Understanding of Japanese culture and events 'Tsuyu and Tanabata'</li> </ol>  |   |  |