



Brookland Infant & Nursery School

Keystage 1 Curriculum Planning		Information for Parents & Carers
Year Group: 2	Classes: Maple, Oak and Hazel	Term: Spring 2017
Subject	Learning in school	Homework /How you can help
English	<ul style="list-style-type: none"> • To write an explanation • To write a recount in the first person • To read different stories by the same author • To use dictionaries and glossaries to locate words and to know that they give definitions and explanations • To identify a range of punctuation in their reading and use it in their writing activities • To secure the spelling and reading of targeted words • To write stories • To form all lower and upper case letters correctly and to begin to join letters (using clear ascenders and descenders) 	<ul style="list-style-type: none"> • Talk about daily routines and look out for charts and diagrams in weekly information books. • Recount a family event using the first person language. Use time words to support sequencing of the event(s). • Reading texts by the same author eg. Julia Donaldson, Martin Waddell, Roald Dahl. Discussing the setting, characters, similarities and differences between books by the same author. • Looking at contents, glossaries and indexes in your information book. Ordering by the first letter or second letter using the index or dictionaries. • Encouraging your child to read paying attention to punctuation (a capital letter at the beginning and a full stop ? or! at the end). Practise writing sentences using think it, say it, like it, write it. • Practise Year 2 spelling rules as sent home regularly and look for words that use the rules (phonic detectives). Use sound talk and segmenting to sound out regular words and rhymes or mnemonics for irregular words • Encourage your child to retell stories. They could change characters or settings or events to make the story their own. • Children to practice writing on the line with clear ascenders and descenders.
	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

<p>Maths</p>	<ul style="list-style-type: none"> • Derive and recall all addition and subtraction facts for each number to at least 10, all pairs with totals to 20 and all pairs of multiples of 10 with totals up to 100 • Derive and recall multiplication facts for the 2, 3, 5 and 10 times-tables and the related division facts; recognise multiples of 2, 3, 5 and 10 • To tell the time using an analogue clock • Understand that halving is the inverse of doubling and derive and recall doubles of all numbers to 20, and the corresponding halves • To use the mathematical names for 2D and 3D shapes • To read and write numbers up to 100 in numerals and words • To use standard measures 	<ul style="list-style-type: none"> • Quick fire questions 'what is $10 - 7$?' 'what would I add to 13 to make 20?', 'what is $100 - 30$?' Investigate all the pairs of numbers that make 20 • Practise counting on and back in 2s, 3s, 5s and 10s. (Move onto 4s). Write the numbers down as you count and note down anything that is similar about them e.g. all multiples of 5 end in 0 or 5. • Have fun or make a game with your child e.g. 25 how many fives (remind children to use fingers to help or you could use 5p or 2p coins) • Explore analogue with your child encouraging them to tell the time. Include o'clock, half past, quarter to/ past and 5 minute intervals • Practise doubling single digit numbers mentally and then double 2 digit numbers by partitioning eg. $15 + 15$ is $10 + 10$, then add on $5 + 5$ which totals 30. Can you double 56? • I double a number and add on 5. My answer is 29. What was my start number? • Go on a shape hunt to identify a square, triangle, oblong, pentagon, hexagon, pentagon, octagon, cube, cylinder, sphere, cuboid, pyramid • Look for patterns and sequences eg; wallpaper, fabric etc • Look out for numbers in words and numerals in the environment. Play games where scores need to be recorded. • Take on a measuring tool challenge. What tool would I need to measure my height, weight, how
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	<ul style="list-style-type: none"> • To recognise, find, name and write fractions • Use simple scales to construct simple pictograms, tally, charts, block diagrams and tables. 	<p>long it takes to walk around the park etc</p> <ul style="list-style-type: none"> • Look out for the following fractions: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of different shapes or sets of objects. • Look out for diagrams, tables and tally charts. Create simple tally charts, tables or diagrams eg: sports scores, favourite foods.
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Topic: Emergency 999

The following areas of learning are taught through a topic based curriculum. Teachers may ask you for various resources or artefacts by putting a note on the window at the appropriate time. It would help if you could extend the children's own interest in current topics by using resources that you may have at home or can access in the local area (eg museums / library).

Topic / Subject	Learning in school	Homework / How you can help
Science	<p>Plants</p> <ul style="list-style-type: none"> • To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy • To observe and describe how seeds and bulbs grow into mature plants 	<ul style="list-style-type: none"> • To grow seeds and bulbs and discuss how these need to be looked after in order for them to grow • Observe the growth of plants closely and talk about changes
Computing	<ul style="list-style-type: none"> • To explore a range of interactive resources including fiction and non-fiction texts • To understand ways of sending messages including more traditional methods • To understand that email can be used to communicate within the school 	<ul style="list-style-type: none"> • Discuss E-Safety with your child when using any kind of digital communication Always supervise your child when using the internet (Parental controls) • Explore different interactive books and games online • To explore simulation games where choices they make effect the outcome

	<ul style="list-style-type: none"> • To discuss how they use Computing in school and at home to communicate safely • To explore a range of simple Computing simulations • To understand that messages can be left in online spaces • To save, locate and edit work • To use Computing safely and considerately, including not sharing personal details online • To know to tell a trusted adult if any Computing makes them feel uncomfortable or worried • To carry out research using digital and non-digital sources 	<ul style="list-style-type: none"> • To allow your child a folder that they can use to save and store their files and open to edit at a later date • To support your child to carry out research using the internet (digital source) and books (non-digital source)
Geography	<ul style="list-style-type: none"> • To read and make simple maps • To make observations about the local area • To name the 7 continents and 5 oceans 	<ul style="list-style-type: none"> • Look at a variety of maps in books and on the internet. Refer to the key and explain how it helps us to read the map. • Explore the range of buildings and their function in and around Cheshunt eg. Fire Station, churches, shops, houses, flats. Using google earth for maps. • Discuss the positioning of speed bumps, pedestrian crossings, litter bins etc. • To explore atlases and maps with your children identifying the continents and oceans of the world.
History	<ul style="list-style-type: none"> • To understand the main events that led to the Great Fire of London • To know the reasons why Grace Darling became 	<ul style="list-style-type: none"> • Researching information about the Great Fire using the internet, books visiting the library. Using google earth to locate Pudding Lane where the fire started. Look at sources of evidence to show how we know about the fire eg. Samuel Pepys' diary, the rebuilding of London, paintings showing the events, artefacts etc • Finding out about the sea rescue by the heroine Grace Darling.

	famous	What made her so famous?
Art	<ul style="list-style-type: none"> • To develop drawing skills • To investigate colour - hot and cold colours/colour mixing • To look at famous artwork by Klee and recreate his techniques • To learn the technique for wool winding 	<ul style="list-style-type: none"> • Look at models or pictures of emergency vehicles and model how to draw the basic shapes and add in detail. • Explore the colours in fire and sea. Look at some paintings or collages that use vibrant and contrasting colours. • Look at work by Paul Klee and discuss his use of colours • Talk about the technique to wind a material around an object eg: cotton wool on reels
D&T	<p>Wheeled vehicles</p> <ul style="list-style-type: none"> • To identify the different parts of vehicle • To use hand tools safely and appropriately in a range of focused tasks e.g. making the axles for the vehicles • To design and make an emergency wheeled vehicle 	<ul style="list-style-type: none"> • Examine toy vehicles and name parts as a game with your child eg. cab, axle, chassis, wheel, body.
PSHE	<ul style="list-style-type: none"> • To understand certain rules for staying safe in the environment • To understand that all household products including medicines, can be harmful if not used properly • To understand that certain actions can spread disease 	<ul style="list-style-type: none"> • Talk about how to be safe (roads, water, fire, electricity, medicines, railways) • Discuss safety in the home • Link this to the <i>Great Fire of London</i>

Subjects taught separately

The following areas of learning are taught discretely.

Subject	Learning in school	Home Learning / How you can help
RE	<ul style="list-style-type: none"> • To name and describe religious buildings and artefacts • To name religious leaders • To explore the festival of Easter 	<ul style="list-style-type: none"> • Discuss any relevant festivals or celebrations with your child (Easter, Christenings, Weddings) • Discuss buildings and objects (eg. Churches, Temples, Mandirs, Mosques, Synagogues, Gurdwara) • Ask your children about festivals that are important to them and why.
Music	<ul style="list-style-type: none"> • To know and understand the musical elements timbre, texture and structure • To compose a piece of music using: notation/ rest/ silences/repeating patterns and phrases 	<ul style="list-style-type: none"> • Listen to different music and talk about the instruments you can hear and how it makes your child feel eg. Radio/CD's • Discuss the structure of music and how different layers are formed to evoke feelings and moods. • Ask your child to share the musical notation that they are learning at school
PE	<p>Gymnastics</p> <ul style="list-style-type: none"> • To develop balances that have: tension, stillness and a good shape using a combination of floor work and apparatus. • To develop a range of rolls e.g. pencil, teddy, forward etc. <p>Fitness</p> <ul style="list-style-type: none"> • To develop stamina and fitness <p>Dance</p> <ul style="list-style-type: none"> • To move in time with music • To develop a dance sequence 	<ul style="list-style-type: none"> • Look at the tension in Action Man's muscles! • Watching televised gymnastics and commenting on the movements • Link to symmetrical shapes • Link fitness to Fire Fighters at the Fire Station needing to be fit and healthy to do their jobs. Encourage children to think about ways that they can become fitter and healthier eg walking, riding their scooters etc.