



Brookland Infant & Nursery School

AUTUMN TERM: THROUGH THE KEYHOLE

Keystage 1 Curriculum Planning		Information for Parents & Carers
Year Group: 2	Classes: Maple, Hazel and Oak	Term: Autumn 2017
Subject	Learning in school	Home Learning /How you can help
English	<ul style="list-style-type: none"> To use story language when retelling stories. To read and write instructions. To read and write a range of patterned poems. To write a successful sentence using a capital letter, finger spaces, a noun, a verb and some end punctuation. To use descriptive language. 	<ul style="list-style-type: none"> Asking your child to retell a story in the right sequence using story language (e.g. Then, next, suddenly, after that, finally, at that moment, after a while, meanwhile, as soon as). Play "Simon says" using a bossy verb at the beginning of each instruction to create a command sentence e.g. Put your hands in the air, Lift your right leg. Look for instructions at home e.g. recipes, appliance books/ manuals for your child to share at school. Encourage your child to use adverbs when giving instructions, e.g. carefully, sensibly, quietly, slowly, quickly Read patterned poems and discuss the rhyming pattern or repeating pattern. Discuss how many verses, number of lines, poet, title (why was it used?) and theme (what the poem is about). Encourage your child to tell you the 5 things we need to remember when writing a sentence. Ask your child to teach you 'rainbow writing'. Encourage the use of adjectives during discussions with your child and identify interesting language choices (Wow Words) in books that you read.

	<ul style="list-style-type: none">• To read and spell common exception words (tricky words).	<ul style="list-style-type: none">• To identify words that do not use conventional spelling patterns e.g. was, when, what, one, you, your, my, me, some, come, past, last, climb, steak.
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Maths

- To compare and order numbers and place them on a number line from 0 - 100.
- To use the signs $<$ (less than) and $>$ (more than) and $=$.
- To explain what each digit in a two-digit number represents.
- To recall number bonds to 10 and 20.
- To recall all addition and subtraction facts for each number to at least 20 fluently (by rote), all pairs of multiples of 10 with totals up to 100 e.g. $50+20=70$ or $70-20=50$.
- Make a number line at home and play games e.g. can you think of an even number between 20 and 30 and place it on our number line? Use an empty number line to position different 2 digit numbers.
- Practise making 2 digit numbers with the digit cards. Ask 'how many tens/ ones do you have?' e.g. how many tens in 42? (4 tens), how many ones in 13? (3 ones), What makes 40 and 47 different?
- Compare numbers using the $<$ and $>$ signs e.g. $16 < 61$.
- Give 2 digit cards e.g. 3 and 6 - what numbers can you make using these digits? (e.g. 36 or 63) Which is the biggest number? Why? Look at how many tens there are, as this will help you. Find the 2-digit number on a 100 square/ number line.
- What do I add to 14 to make a total of 20? What do I subtract from 20 to get 6? You could use buttons, counters to support your child.
- Encourage your child to use their maths speaking frame. "I know that $6 + 4$ is 10 SO I also know that $60 + 40 = 100$ ".
- Solve missing number problems to reach the next multiple of 10 e.g. If $2+8=10$ then $52+ \underline{\quad} = 60$.
- Use the inverse relationship between addition and subtraction to solve missing number problems eg: $\underline{\quad} - 10 = 20$ so $30 - 10 = 20$ and $20+10 = 30$.

<ul style="list-style-type: none"> • To read numbers on a scale. • To count in steps of 2's, 5's from 0 and in 10's from any number. • To understand that halving is the inverse of doubling and recall doubles of all numbers to 20 and the corresponding halves. • To explore fractions of shapes, quantities and lengths and practise counting and finding halves, thirds, quarters and three quarters up to 10. • To name and describe 2d and 3d shapes. • To total coins and find change. • To begin to tell and write the time on an analogue clock (quarter to, quarter past, half past). 	<ul style="list-style-type: none"> • Look at different scales at home e.g. measuring jug (millilitres/ litres), ruler (centimetres/ metres), weighing scales (grams/ kilograms) etc. • Practise rote counting in steps, jumping on a numberline, link this to counting coins (2p's, 5p's, 10p's) • Use dominoes to play doubling and halving games. Choose even numbers to halve. • Find fractions of objects (e.g. cakes, pizzas, apples etc) and numbers. • Look for 2d shapes in the environment and discuss number of sides and corners. • Look for 3d shapes in the environment and discuss the number of faces and edges. • Use money in a range of contexts and practise counting on to find change. • Practise telling the time on watches and clocks around the home, link this to the digital time we see on clocks
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Topic: World Explorers

Year 2

The following areas of learning are taught through our topic based learning. 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 childrens' own interest in current topics by using resources that you may have at home or can access in the local area (e.g. museums / library).

Subject	Learning in school	Home Learning / How you can help
Science	<p>Animals including Humans</p> <ul style="list-style-type: none"> To find out about and describe the basic needs of animals, including humans, for survival (water, food and air). To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <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. 	<ul style="list-style-type: none"> To discuss what animals and humans need to stay fit and healthy (link to pets). Discuss the types of meals children are eating and how we can have a healthy balanced diet. Encourage your child to have an active lifestyle and to talk about why this is important. Discuss the importance of brushing our teeth, getting the right amount of sleep. To grow seeds and bulbs and discuss how these need to be looked after in order for them to grow.
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. To discuss how they use technology 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. 	<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). Ensure that children understand the need to report to an adult if they read or hear something that worries them in a digital environment. Explore different interactive books and games online. To explore simulation games where choices they make effect the outcome. To allow your child to contribute to emails / messaging to communicate to friends and family. Discuss use of safe language and E-Safety in all forms of communication. To allow your child a folder that they can use to save and store

	<ul style="list-style-type: none"> • To use technology safely and considerately, including not sharing personal details online. • To know to tell a trusted adult if anything online makes them feel uncomfortable or worried. 	<p>their files and open to edit at a later date.</p>
<p>Geography</p>	<ul style="list-style-type: none"> • To identify the 7 continents and 5 oceans. • To make simple maps and plans. • To make observations about the weather. • To make simple observations about the local area and its features. • To use directional and positional language (link to compass points). • To compare Cheshunt to a non-European country (Australia). 	<ul style="list-style-type: none"> • Look at globes, maps and google earth (Parental supervision) to learn the names of the different continents and five oceans. • To look at a map of the local area and find your house and key places you visit. • To make maps of places that are important to you (e.g. bedroom, garden, park). • To collect a range of maps from places you visit (e.g. museums, theme parks, art galleries, London underground). • To learn own address and know the route you travel to school. • To talk about the weather on a daily basis and look at the weather forecasts on TV and online (Parental supervision). • To talk about how places change and what they like and dislike about the area. • Use games with compass directions (north, south, east, west) and take part in simple orienteering activities/treasure hunts. • Find out facts about Australia and the different way of life. Discuss what it would be like to live there and what you might see and do.

D&T	<ul style="list-style-type: none"> • To sew patterns and join fabric. • To assemble and join materials. • To follow a simple recipe when cooking/baking and understand where food comes from. • To discuss the tools you use and the purposes. 	<ul style="list-style-type: none"> • Teach your child to thread a needle and sew a simple stitch. • Use recycled materials to build models and discuss how they can be reinforced. • Think about the best way to join materials e.g. sellotape, glue, staples, sewing and which looks the most appealing. • Use a range of tools (scissors, hole punches, rulers). • To cook with your child at home and encourage them to use tools safely in the home. Discuss where our food comes from e.g. eggs from hens, milk from cows, meat from a variety of animals etc.
Art	<ul style="list-style-type: none"> • To develop observational drawings and imaginary drawings. • To explore the properties of clay and use techniques for 3D modelling and pattern making. • To explore hot and cold colours. • To look at the work of a famous artist (Kandinsky). • To explore art from other cultures (aboriginal art). 	<ul style="list-style-type: none"> • Practise drawing with a focus on detail towards size, shape and features. • Explore using clay and other malleable materials to make 3D models (e.g. playdough, plasticine, salt dough). • Identify colours that are hot and cold, link this to the colour wheel. • Look at pieces of artwork by Kandinsky. • Research different types of aboriginal artwork.
PSHE	<ul style="list-style-type: none"> • To consider different viewpoints. • To make simple choices that improve their health and well being. • To work as a team. • To know how to solve a problem. 	<ul style="list-style-type: none"> • Read different versions of the same story e.g. Little Red Riding Hood (when Little Red Riding Hood becomes the villain and the Wolf the good central character). • Discuss good hygiene. • Talk about qualities of a good team member. Think about different teams you belong to. • Think about problems that may arise and how they can be solved.

Subjects taught separately

Year 2

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 explore symbols and signs in everyday life.• To explore and find out about different celebrations and festivals (Harvest Festival, Remembrance Sunday, Christmas).• To identify the concept of giving and receiving.• To learn about how different religions take part in prayer.	<ul style="list-style-type: none">• Look at and discuss signs and symbols from own every day lives e.g. Beavers, Brownies, clubs etc.• Think about things that reflect your interests and create a symbol to represent them.• Think about giving and receiving gifts and think about those less fortunate than ourselves.• Discuss how the best gifts may be love and friendship and some gifts are invisible.• Think about gifts that do not cost money and how we can give these everyday!
Music	<ul style="list-style-type: none">• To explore the musical term duration.• To play tuned and untuned instruments.• To use signs and symbols to represent compositions• To explore tempo and pitch.• To rehearse and perform with others.• To use their voices expressively by singing songs and speaking rhymes.	<ul style="list-style-type: none">• Listen to different music and discuss short and long sounds.• Practise singing at different speeds and pitches.• Make some homemade instruments and create sounds to go with a story.• Use body percussion like clicking, tapping, clapping, stamping and draw simple symbols to represent your sound pattern.• Encourage your child to sing familiar songs and share the actions.
PE	<ul style="list-style-type: none">• To practise hand eye coordination when sending and receiving an object.• To perform skills in front of others.• To listen and respond to music.• To perform a sequence of dance moves to an audience.• To play competitive games and discuss tactics for attacking and defending.	<ul style="list-style-type: none">• Practise throwing and catching with a range of balls.• Practise bouncing on the spot and travelling with a ball.• Practising dribbling a football.• Practise aiming at a target e.g. into hoops.