



## Stockport Grammar Junior School –Curriculum Information for Parents 2023-2024

### Year 2

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Mathematics</b>	Our number work this term starts off by using the 100 number square and ensuring that we can find our way around it. Our numbers will be extended to three digits. Subtraction bonds will be learned up to 10, and addition facts to 20. Multiples of 10 will continue to be practised within these areas. Shape work will include symmetry and tessellation with 2D shapes and applying known shape facts to Venn and Carroll diagrams.		We will consolidate our understanding of place value and knowledge of key number bonds, using these facts to solve addition and subtraction questions, including through the use of money. We will round numbers to the nearest 10 and revise doubles and their corresponding halves to 15. In shape work we will recognise, identify and sort the properties of 3D shapes and recognise halves, quarters, thirds and two thirds of shapes. We move on from counting in twos, fives and tens to reciting these facts as times tables from memory. Work on telling the time will extend to knowing the nearest quarter on analogue and digital clocks. Help at home will support children's learning of this topic.			
<b>English</b>	We will be looking at creating our own stories in familiar settings, using the book 'Katie Morag and The Two Grandmothers' and focusing on the structure of a simple tale. There will be lots of poetry for us to enjoy, with opportunities to create our own masterpieces. We will be looking at writing our own chronological reports and		This term we will be studying a selection of stories and non-fiction texts linked to the themes, Explorers and Farms. The children will be introduced to non-fiction books that are structured in different ways. They will discuss and clarify the meaning of words, linking new meanings to known vocabulary. The children will continue to develop their stamina for			

	<p>instructions. Our grammar work will focus on using time connectives, adjectives and interesting verbs. Phonics will continue to be a regular focus which will be linked to spelling learning and use in our own tasks. We will also be practising our joined handwriting skills.</p>	<p>writing by writing a range of text types including adventure stories, persuasive leaflets and information texts. Composition will be encouraged to include new vocabulary and encapsulate what they want to say, sentence by sentence. Grammar and punctuation will focus on subordinating conjunctions, present and past tense, adding detail to describe a noun and exclamation marks. Daily phonics will be taught through letters and sounds. Weekly spellings will be taken from the phonic focus and key vocabulary linked to other curriculum areas.</p>	
<p><b>Science</b></p>	<p>The focus for Autumn 1 is Animals including Humans. Children will learn that animals, including humans, have offspring which grow into adults. They will find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Children will also learn about the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>In Autumn 2 children will focus on Materials &amp; Their Properties. Children will learn to identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. They will also find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>For the first half term, children will focus on Living Things &amp; Their Habitats. Children will explore and compare the differences between things that are living, dead, and things that have never been alive. They will learn to identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Children will then be able to identify and name a variety of plants and animals in their habitats, including microhabitats. This leads on to the children learning to be able to describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>In Spring 2, children will focus on exploring the life of Scientists and Inventors, particularly focusing on Rachel Carson to reinforce their prior learning from Autumn 2 on Materials and their Properties.</p>	

<b>Humanities</b>	<p>The focus of this term is weather and seasons. We will make weather observations and understand changes around us. The children will describe the different seasons and use geographical vocabulary to explain the differences. The children will then begin to identify hot and cold areas of the world.</p>	<p>Pupils will look at how food is grown and produced. How we get food in lots of different ways. How we can now order food right to our homes from a phone or computer! They will explore many types of food, such as fast, fresh, frozen and processed.</p> <p>For the next part of the term, the children will learn about holidays in the 1950s and 1960s, particularly seaside holidays. Links will be made to prior learning as the children build on the knowledge and understanding they acquired in Year 1 when they looked at what it was like to be a child in the 1950s and 1960s.</p>	
<b>Art/Design Technology</b>	<p><b>Lowry</b> The children will visit the Lowry Museum early in the term undertaking portrait and industrial landscape workshops. They will then follow up these areas back at school.</p> <p><b>Explore and Draw</b> We will introduce the idea that artists can be collectors &amp; explorers as they develop drawing and composition skills.</p>	<p><b>Exploring the World through Mono Print</b> We will use a simple mono print technique to develop drawing skills, encourage experimentation and ownership.</p> <p><b>Vehicles</b> In Design Technology the children will research then design and build their own moving vehicles.</p>	
<b>Computing</b>	<p>Create digital images using techniques such as spray, fill, pencil tool, brush tool. Use iPad apps to experience alternative ways of creating digital pictures.</p> <p>Learn how to use the internet safely, spot the hidden dangers and know who to speak to if they ever feel threatened.</p>	<p>Children will learn how to write a sequence of instructions using programming software to make things happen. They will learn how to spot and correct errors in their programming along with identifying any patterns.</p>	

	Learn how technology is used beyond school.				
	<b>My Online Life:</b> Throughout the year, the children will be thinking about all aspects of their online life and considering how to be safe and responsible while using the internet and technology.				
<b>R.E.</b>	We will study different types of celebration; thinking about how and why we celebrate events. Stories from the Bible.		RE focuses on religious buildings and their significance in peoples’ lives.		
<b>P.E/ Games/ Swim</b>	Lessons will focus on improving children’s fundamental movement skills e.g speed, agility and reactions. Children will learn new skills, work cooperatively in pairs, small groups and teams, practice taught skills in games.	In swimming, children will be developing stroke work and aquatic breathing. We will also discover different ways of entering the water.	In Swimming, we will continue to develop our strokes and also be aiming to increase our stamina so we can maintain our strokes further. We will also work on our streamlined position leading to introducing diving.		
<b>PSHE</b>	At the start of the year there will be a focus on wellbeing and mental health. Children will think about rules, friendships, working together and about ways to solve problems. Having a growth mindset. Feelings and working well in groups.		The children will learn about road safety as part of the One Decision scheme. The children will continue to focus on friendship and building positive relationships.		
<b>French</b>	Revision of French greetings, feelings and colours. Numbers 1-31, days of the week and months of the year.		Days of the week/months of the year Food and drink vocabulary		
<b>Music</b>	<b>Finding our singing voice</b> <ul style="list-style-type: none"><li>I Went to the Albert Hall</li><li>Action Songs</li></ul>	<b>Fireworks music</b> <ul style="list-style-type: none"><li>Group Collaboration</li><li>Matching Sounds to score</li></ul>	<b>Story telling through music</b> <ul style="list-style-type: none"><li>Graphic Score</li><li>Responding to pieces of music through art</li></ul>		

	<ul style="list-style-type: none"> <li>• Hymns &amp; Seasons through Song</li> </ul> <p><b>Developing Pulse</b></p> <ul style="list-style-type: none"> <li>• Dancing and Drumming</li> </ul> <p><b>Improving Performance Skills and Confidence:</b></p> <ul style="list-style-type: none"> <li>• Assembly performances</li> </ul> <p><b>Developing Written Notation &amp; Rhythm Patterns</b></p> <ul style="list-style-type: none"> <li>• Rhythm games</li> <li>• Bucket Drumming</li> <li>• Music &amp; Movement</li> </ul> <p>Timbre and Pulse</p>	<ul style="list-style-type: none"> <li>• Singing</li> <li>• Harvest Songs</li> </ul> <p><b>Nativity Performance</b></p> <ul style="list-style-type: none"> <li>• Singing</li> <li>• Movement and Singing</li> </ul>	<p><b>Exploring instrumental timbre</b></p> <ul style="list-style-type: none"> <li>• Classroom percussion</li> <li>• <i>free play</i> for fun</li> <li>• using these sounds in story telling <ul style="list-style-type: none"> <li>○ Develop group skills and collaboration</li> <li>○ Pitch and singing skills</li> <li>○ Simple Melodic patterns</li> </ul> </li> <li>• Further developing listening and musicality through Dalcroze and Orff pedagogy – music and movement</li> </ul>	
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