



Stockport Grammar Junior School –Curriculum Information for Parents 2023-2024 Year 2

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Mathematics	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.		We will continue to work with two-digit numbers, looking at their place value and extending into counting in hundreds. Both addition; using doubles and three numbers, and subtraction will be revisited over the term. We will practise counting in multiples of three and use the facts learned in problem-solving activities. Fraction work will continue with emphasis on numbers rather than shapes. Graph work will continue with one square equalling two numbers. We will investigate weight using scales, and capacity using litres.	
English	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		Our fantastic story writing will continue this term with a focus on adventure stories. The children will continue to develop their imaginative ideas and to practise using paragraphs, conjunctions and subordinate clauses to improve their writing. We will study the features of information texts and the children will make their own. Phonics will be	

	<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>taught through Red Rose Letters and Sounds each day with the children consolidating their knowledge of Phase 5 sounds. The children will continue to learn more advanced spelling patterns. Weekly spellings will be taken from the phonics focus and the high frequency word lists. They will also learn to apply this to their writing. Handwriting will continue to be taught through the Think Write scheme and the children will continue to improve their formation of cursive handwriting.</p>
<p>Science</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 & 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 & 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>	<p>In Science, the focus for Summer 1 is Plants. The children will make lots of use of the local environment within this unit to observe how different plants around our school grow. The children will set up their own comparative test by planting their own seeds to explore and describe the basic needs of plants (water, light and a suitable temperature) to grow and stay healthy. This will then lead on to the children observing and describing how seeds and bulbs grow into mature plants.</p> <p>In Summer 2, the children will focus on 'The Environment'. Within this topic, they will be introduced to 'climate change' and learn about how we can all work as a community to look after our environment, linking back to our work on Rachel Carson in the previous topic.</p>

Humanities	<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>	<p>In Geography, pupils will learn that there are wonders of the world near to us and far from us. We should value what we have locally, whether that may be a large tree or an interesting building.</p> <p>There are wonders on each continent. Everest is the highest mountain in the world. There are significant Rivers of the world include the Danube, Yangtze, Amazon, Nile and Mississippi.</p> <p>In History, pupils will learn about 'Our Local Heroes' and give some valid reasons why one aspect of a person's life or event is of particular importance in making them/it significant and make valid connections and judgements between significant events or people, e.g. why one of our local heroes is more worthy of study than another.</p>
Art/Design Technology	<p>Lowry 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>Explore and Draw We will introduce the idea that artists can be collectors & explorers as they develop drawing and composition skills.</p>	<p>Exploring the World through Mono Print We will use a simple mono print technique to develop drawing skills, encourage experimentation and ownership.</p> <p>Vehicles In Design Technology the children will research then design and build their own moving vehicles.</p>	<p>Stick Transformation Project Artists use their creative skills to re-see and re-imagine the world. We will explore how you can transform a familiar object into new and fun forms.</p>
Computing	<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>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>	<p>Children will use technology to create digital content. They will also have a brief introduction to animation and finally use the iPads to write coding instructions.</p>

	Learn how to use the internet safely, spot the hidden dangers and know who to speak to if they ever feel threatened.				
	Learn how technology is used beyond school.				
	<p>My Online Life: 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.</p>				
R.E.	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.	RE concentrates on different stories of Creation with particular focus on the Christian Creation story. We will also be attempting to instil a sense of awe and wonder by looking at the world around us.	
P.E/ Games/ Swim	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.	In Swimming, we will continue to reduce our aids when swimming on our front and back and discover symmetrical strokes.	PE will focus on Athletic activities include running, jumping and throwing with the aim to improve skills. We will also practise for sports day. Games will be striking and retrieving skills and small games.
PSHE	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.	The children will learn about 'Relationships' and 'Changes', 'Water spillage' and 'Sharing.' The children will begin to understand the types of things they are responsible for. In small groups, they will discuss different scenarios.	
French	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	Places in the town and directions/hobbies.	

<p>Music</p>	<p>Finding our singing voice</p> <ul style="list-style-type: none"> • I Went to the Albert Hall • Action Songs • Hymns & Seasons through Song <p>Developing Pulse</p> <ul style="list-style-type: none"> • Dancing and Drumming <p>Improving Performance Skills and Confidence:</p> <ul style="list-style-type: none"> • Assembly performances <p>Developing Written Notation & Rhythm Patterns</p> <ul style="list-style-type: none"> • Rhythm games • Bucket Drumming • Music & Movement <p>Timbre and Pulse</p>	<p>Fireworks music</p> <ul style="list-style-type: none"> • Group Collaboration • Matching Sounds to score • Singing • Harvest Songs <p>Nativity Performance</p> <ul style="list-style-type: none"> • Singing • Movement and Singing 	<p>Story telling through music</p> <ul style="list-style-type: none"> • Graphic Score • Responding to pieces of music through art <p>Exploring instrumental timbre</p> <ul style="list-style-type: none"> • Classroom percussion • <i>free play</i> for fun • using these sounds in story telling <ul style="list-style-type: none"> ○ Develop group skills and collaboration ○ Pitch and singing skills ○ Simple Melodic patterns • Further developing listening and musicality through Dalcroze and Orff pedagogy – music and movement 	<p>Story Telling through Music:</p> <ul style="list-style-type: none"> • The Hare and the Tortoise / 3 Little Pigs • Snow White • Class Percussion to enhance story telling <p>Developing our singing voices:</p> <ul style="list-style-type: none"> • Head voice / Floaty Voice • Singing Well • Performing Well • Whole Year Group singing • Learning to Blend • Heigh Ho • The Sun Has Got His Hat On • other songs..... <p>Treble Clef Pitched Notation:</p> <ul style="list-style-type: none"> • The Magical Shower Curtain! • Make Up Your Own Musical Words <p>Bucket Drumming and Rhythmic Notation:</p> <ul style="list-style-type: none"> • 4 beats, 2 beats, 1 beat, ½ beats • Semibreve, minim, crotchet, quaver • Musical Maths! <p>Developing Dynamics: ff / f / mf / mp / p / pp</p> <p>Ostinato – singing and playing:</p> <ul style="list-style-type: none"> • Bobby Shaftoe / Tingo Layo <p>Rhythm vs Beat</p>
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