

# EASTINGTON PRIMARY SCHOOL

## Curriculum information

Class 2

Terms 3 & 4 2023

Our class topic for the first half-term will continue to be *Changes in living memory – focusing on toys and transport*

Our class topic for the second half-term will to be **The Seaside – Comparisons with Australia.**

Here are some of the things we will be doing and learning about this term:

<b>English</b>	<ul style="list-style-type: none"><li>● <b>Poetry</b> We'll be reading and enjoying poems based on observations. We will look at different versions and then practice writing our own, focusing on using repeating phrases, adjectives, adverbs, similes and rhyming words.</li><li>● <b>Fiction</b> Our focus for our fiction writing this term will be Charlie and the Chocolate Factory. We will learn parts of the story and write our own versions. We will look at setting on detail using the book as our stimulus.</li><li>● <b>Non-fiction</b> We will be recapping our work all about non-chronological reports and instructions as well as looking at recounts.</li></ul>
<b>Maths</b>	<p><b>YEAR 1</b></p> <ul style="list-style-type: none"><li>● <b>Addition and Subtraction within 20</b> Add by counting on; find and make number bonds; add by making 10; subtraction not crossing 10 and crossing 10; writing related facts and comparing number sentences.</li><li>● <b>Place value within 50</b> Write numbers to 50; recognise tens and ones; represent numbers to 50; finding one more and one less; compare objects and numbers within 50; order numbers within 50; count in steps of 2 and 5.</li><li>● <b>Time.</b> Understand the vocabulary before and after; read and write dates; tell and write the time to the hour and half hour; compare time and duration.</li></ul> <p><b>YEAR 2</b></p> <ul style="list-style-type: none"><li>● <b>Multiplication and division</b> Recognise, make and add equal groups; write multiplication sentences using the 'x' symbol and from pictures; use arrays; make doubles; write our 2, 5 and 10 times tables; make equal groups by sharing; make equal groups by grouping; divide by 2, 5 and 10; identify odd and even numbers.</li><li>● <b>Fractions</b> Make equal parts; recognise and find a half; recognise and find a quarter; recognise and find a third; identify unit fractions and non-unit fractions; find equivalence of <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math>; find three quarters; count in fractions</li><li>● <b>Time.</b> Tell the time to the hour, half hour, quarter past and quarter to and to five minute intervals; write the time; know how many hours are in a day; find durations of time and compare these.</li></ul>
<b>Computing</b>	<ul style="list-style-type: none"><li>● <b>Communications: texts, images and multimedia</b> We are going to be discussing what makes digital content good or bad and understanding that we can edit and change digital content. Then we will plan our own piece of digital content and select the media we would like to use (images, video, sound) to present our plans. Finally, we will learn how to combine media to present information to each other.</li></ul>

<b>Science</b>	<ul style="list-style-type: none"> <li>● <b>Animals including humans</b> In the first half of this term, we will explain the basic needs of animals, including humans, for survival and describe what animals need to survive. Then we will explain that animals grow and reproduce, and explain that animals reproduce in different ways. After we will explain why animals have offspring that grow into adults and describe the life cycle of some living things.</li> <li>● <b>Plants</b> In the second half of this term, we will name the petals, stem, leaf, bulb, flower, seed, and root of a plant. We will identify and name a range of common plants and trees, and recognise deciduous and evergreen trees. We will also name the trunk, branches and root of a tree.</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>● <b>Changes within living memory.</b> We are going to look at chronology, firstly by describing memories of key events in our lives and sequencing those key events. This will help us to then sequence artefacts from distinctly different periods, match objects to people of different ages and sequence artefacts closer together in time. We will also use sources to answer questions about the past, use stories to help us to distinguish between fact and fiction and recognise why people did things, why events happened and what happened as a result.</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>● <b>The Seaside – comparisons with Australia</b> This term we will be looking at location, human and physical geography, direction/location, fieldwork and map work by learning about a small area of the United Kingdom and Australia.. We will start our learning by naming and locating the seven continents and five oceans of the world.</li> </ul>

<b>Art</b>	<ul style="list-style-type: none"> <li>● <b>Drawing – Vincent Van Gogh</b> We will know the difference between a straight and curved line and draw these using different mediums. We will know that there are different grades of pencil and use these to create different shades in our drawings. We will understand what smudging, blending and adding detail means and use these to improve our work. Finally, we will experiment with a range of media: pencils, rubbers, crayons, pastels, felt tips, charcoal etc. and then select the most appropriate media to use in our work.</li> </ul>
<b>DT</b>	<ul style="list-style-type: none"> <li>● <b>Cooking and nutrition</b> We will group foods into the five groups in The Eatwell Plate, explore how products have been created and how objects and designs identify likes and dislikes. We will measure/weigh using cups or electronic scales, prepare simple dishes safely and hygienically (without using a heat source) and learn how to cut, grate or peel ingredients safely. Finally, we will evaluate design saying what we found difficult and what we changed from their design.</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>● <b>Gymnastics and Fundamentals .</b></li> </ul>
<b>RE</b>	<ul style="list-style-type: none"> <li>● <b>Who is Jewish and how do they live?</b> Over the term we will recognise the words of the Shema as a Jewish prayer; retell simply some stories used in Jewish celebrations (e.g. Chanukah); give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like. We will give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah); make links between Jewish ideas of God found in the stories and how people live; give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat). We will talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas; give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>● <b>Great composers and musicians - Vivaldi</b> We will respond to different moods in music and explain thinking about changes in sound and identify what improvements could be made to our own work and make</li> </ul>

these changes, including altering voices and instruments. We will identify and recognise repeated patterns and follow a wider range of musical instructions, and understand how musical elements create different moods and effects.

PSHE

● **Keeping myself safe**

We will be focusing on how we can get better if we are unwell and the safety of medicines. We will think about situations where we may feel unsafe and what we should do or how other people's body language or facial expressions can give clues about how they are feeling. We will identify when touch makes us feel uncomfortable and how to ask people to stop as well as identifying how an inappropriate touch can make someone feel. We will identify safe secrets and unsafe secrets and how secrets make us feel.

Please keep this curriculum information handy as it can be a useful tool in supporting your child in their learning during this term. Please do not hesitate in contacting us if you would like any further details about your child's learning process or the curriculum being studied this term.

Many thanks Mrs Redpath and Mrs Harrison