



Year Two: Discover



Project Question:

How do communities change over time?

Project Values:

Courage	To do something even though it may be difficult or scary, often being brave.
Tradition	Beliefs and customs that are handed down within a community
Community	A group of people living together of having values or characteristics in common.
Identity	The qualities and features that make you, you.
Change	Making something different happen by ending something or starting something new.

School Vision Statement:

Our school is committed to bringing out the best in each other so that every member of the school community can know 'life in all its fullness' (John 10:10). Through learning of the teachings of Jesus, we believe that our children can explore and develop their understanding of Core Christian values as markers and guides for their own lives. We aim for the school's Core Christian values to inform and influence our pupils' moral compass and allow them to enjoy 'life in all its fullness'. These values are known as the 'Sunshine 6'. They are: Forgiveness, Perseverance, Honesty, Compassion, Courage and Respect.

We also uphold Article 29 from the UN Convention of Rights of the Child 'Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.'





Year Two: Maths

At St Mary's, mathematics is taught daily in a progressive and systematic way, beginning in Reception, all the way through to Year 6. The school uses White Rose Maths as a basis for this planning and sequencing of progression.

The length of each block of learning is given as a guide: we will adapt how long we spend on new objective in response to what the children need. There is time built into each term for practice and consolidation of previous learning.

Place Value

Understanding numbers to 20

Count objects to 100 by making 10s

Recognise tens and ones

Use a place value chart

Partition numbers to 100

Write numbers to 100 in words

10s on the number line to 100

10s and 1s on the number line to 100

100

Estimate numbers on a number line

Compare objects & numbers

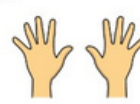
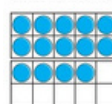
Compare

Order objects and numbers

Count in 2s, 5s and 10s

We use a range of images for children to understand numbers.

What numbers are shown?



Give your answers in numerals and words.

How many bread rolls are there?



How many straws are there?



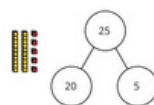
We use a range of images for children to understand grouping objects into 10s to help with counting up to 100.

What numbers are shown?



Grouping to count in tens help children to partition numbers into tens and ones.

These are the different models that we use for partitioning numbers ready for us to add.



Tens	Ones
2	4

Addition and Subtraction

Fact families - addition and subtraction bonds within 20

Bonds to 100 (tens)

Add and subtract 1s

Add by making 10

Add to the next 10

Add across a 10

Subtract across 10

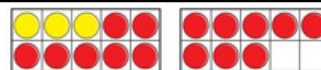
Subtract a 1-digit number from a 2-digit number (across a 10)

Add and subtract 10s

Add two 2-digit numbers

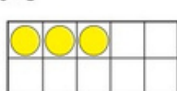
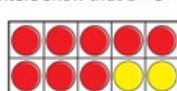
Subtract two 2-digit numbers

Missing number problems



Complete the fact family to match the ten frames.

The counters show that $8 + 5 = 10 + 3$



Here is Jo's method for working out $6 + 5$



These show how making 10 helps us to add in our heads.

$$3 + 5 + 7$$

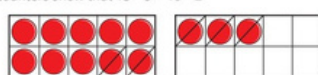
$$2 + 9 + 1$$

$$8 + 1 + 2$$

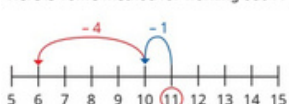
$$5 + 3 + 5$$

Here, we use number bonds to ten to add two numbers first.

The counters show that $13 - 5 = 10 - 2$



Here is Tom's method for working out $11 - 5$



These two methods show how we learn subtraction. We start off drawing these out so that later we can work them out in our heads without the drawings and numberlines.

Shape

Recognise 2-D and 3-D shapes

Count sides on 2-D shapes

Count vertices on 2-D shapes

Draw 2-D shapes

Lines of symmetry on shapes

Use lines of symmetry to

complete shapes

Sort 2-D shapes

Count faces on 3-D shapes

Count edges on 3-D shapes

Count vertices on 3-D shapes



Year Two : English

At St Mary's, we strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners. We believe that English learning is key to this. We aim to ensure that all of our children develop a genuine love of language and the written word, through a text-based, values rich approach.

We want our children to feel that their writing has a real purpose in the context our values based learning projects and to use their written work as an expression of their responses to challenging questions.

Writing to Entertain:

Paddington's forest fire description

Grammar Focus: Adjectives and Adverbs

Writing to Inform and Entertain:

What happens during an Eid celebration?



Writing to Entertain:

Paddington at the train station

Grammar Focus: Adjectives and Adverbs

Writing to Entertain:

Floella Benjamin: Coming to England

Grammar Focus: Developing description



Writing to Express:

A letter to Floella's brother.

Grammar Focus: Asking questions



Year Two: Discover

These are some of the important words we will be learning about during this project.

RE	History
Islam Muslim Mosque Quran Wudu Eid The Shahada	timeline chronological order Empire Windrush primary source secondary source describe evaluate analyse

Geography:
migrate immigrant human and physical geography refugee Continents: Asia, Africa, North America, South America, Antarctica, Europe, and Australia Oceans: Pacific, Atlantic, Indian, Arctic, Southern Ocean



Year Two: Discover Science



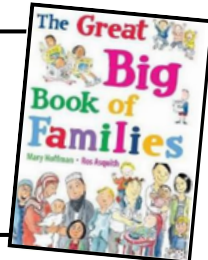
Everyday Materials 	Animals including humans
In this Science unit, we learn about properties of different materials and investigate how some solid materials can be changed by squashing, bending, twisting and stretching. We think about the suitability of different everyday materials for different purposes.	We find out that some animals give birth to live offspring and some animals lay eggs. We learn about the lifecycle of a frog and the different stages it grows through. We find out what people need to survive and grow.
Important Vocabulary: materials, shape, suitability, solid, changes, properties, heat, insulator, conductor, similarities, differences, wood, metal, plastic, glass, brick, rock	Important Vocabulary: offspring, live young, egg, life cycle, adult, frogspawn, tadpole, froglet, nutrients, diet, hygiene 



PSHE and Relationships Education

At St Mary's, our PSHE and Relationships Education Curriculum across the school seeks to prepare children for the rich, diverse and sometimes difficult experiences they will face both in school and in the wider world. During each term, children learn about the following aspects of PSHE:

Friendships and Respectful Relationships		Families
Identify what makes a good friend Solve simple disagreements Identify when I feel left out Listen to others during games Respect others' space Express what I want politely Recognise that bullying is repeated behaviour		Describe the ways families look after each other Describe the ways families can be different Describe the ways families show love and spend time together Describe some family routines that help them feel safe Understand marriage is a promise Identify trusted adults when something doesn't feel safe.
Being Safe	Prevention and Protection	Online Safety 
 NSPCC PANTS When is touch safe and when is it not? Name parts of the body that are private.	Understand how the flu nasal spray helps us to stay healthy.	iDetail: Know that personal information should only be given to a trusted adult. iCarnival: Know not everyone you meet is trustworthy

No Outsiders	The No Outsiders programme teaches children about the 2010 Equality Act through carefully selected stories. There are 5 stories used during each school year. This term, the No Outsiders text is:	The Great Big Book of Families by Mary Hoffman <i>How do families look after and love each other?</i> 
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If you have concerns about bullying in our school, please inform any school based adult and we will follow our KIVA procedures to: investigate, understand, set targets, communicate clearly and review.

Help us to prevent bullying in our school—Thank you.

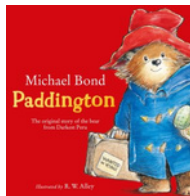


Year Two: Discover

Here are some ideas of activities you can try at home to help you learn more about this term's project.

Read it...

Read any of the Paddington Books to get to know the character Paddington Bear.



Write it...

Imagine you found Paddington at the train station. Write a diary entry explaining how you would feel.



Draw it...

One of your new project values is identity. Draw a portrait of you and your family members.



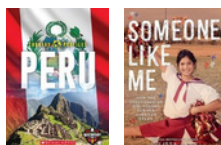
Make it...

Make a suitcase of things for Paddington to bring with him from Peru to London.



Visit it...

Go to your local library and find some Non-fiction books about Peru which is in South America. Read the books and find out some fascinating facts!



Memorise it...

Watch some clips on youtube about Malala Yousafzai and memorise 3 facts about his life and his achievements

