



# Year Two: Discover



Project Question:

## How do communities change over time?

Project Values:

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

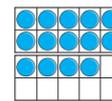
The length of each block of learning is given as a guide: we will adapt how long we spend on new objective in response to what the children need. There is time built into each term for practice and consolidation of previous learning.

## 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
- 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 representations of numbers to 20.

What numbers are shown?



Give your answers in numerals and words.

How many bread rolls are there?



How many straws are there?



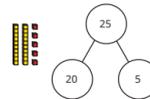
We use a range of images for children to understand grouping objects into 10s to help with counting up to 100.

What numbers are shown?



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

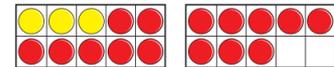
These are the different models that we use for partitioning numbers ready for us to add.



Tens	Ones
2	4

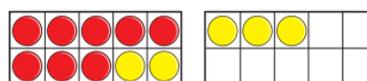
## Addition and Subtraction

- 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

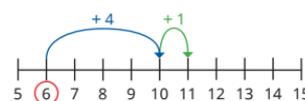


Complete the fact family to match the ten frames.

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.

$3 + 5 + 7$

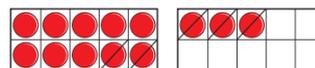
$2 + 9 + 1$

$8 + 1 + 2$

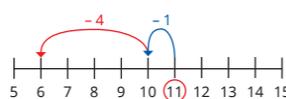
$5 + 3 + 5$

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

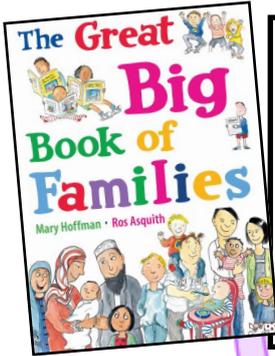
- Count faces on 3-D shapes
- Count edges on 3-D shapes
- Count vertices on 3-D shapes



# 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 Inform:**  
The Big Book of Families  
Grammar Focus: Conjunctions to contrast and compare

**Writing to Inform and Entertain:**  
Diwali  
Grammar Focus: Conjunctions to extend sentences.



**Writing to Entertain:**  
Paddington's forest fire description  
Grammar Focus: Adjectives and Adverbs



**Writing to Entertain:**  
Paddington at the train station  
Grammar Focus: Adjectives and Adverbs

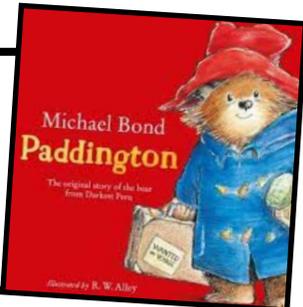
**Writing to Entertain:**  
Floella Benjamin: Coming to England  
Grammar Focus: Developing description



**Writing to Inform:**  
All about Mo Farah  
Grammar Focus: Past tense. Sentence types.



**Our Class Novel this term is:  
Paddington by Michael Bond**





# Year Two: Discover

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

RE	History
Celebration Diwali Qur'an Muslim Hindu Eid-ul-Fitr Hanukkah Jewish	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

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.



**Important Vocabulary:** materials, shape, suitability, solid, changes, properties, heat, insulator, conductor, similarities, differences, wood, metal, plastic, glass, brick, rock

## 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:

Relationships & Anti-Bullying	Being Me in My World	No Outsiders	E-Safety
<p><b>Anti-Bullying and preventing Peer on Peer Abuse at St Mary's:</b></p> <p>Our children have lessons focussed on learning our values, demonstrating kindness and understanding that bullying, in any form, is unacceptable;</p> <p>-Two clear messages are taught through school:</p> <ol style="list-style-type: none"> <li>To define bullying we say, "STOP -Several Times on Purpose." If this is what has happened, then it is bullying.</li> <li>To encourage pupils to use their voice, we encourage them to: "Start Telling Other People."</li> </ol>	<p>Through these sessions, children explore their role in the world. They learn to recognise their own identity and self-worth, developing positive ways to view themselves and their achievements.</p> <p>We learn about the roles and responsibilities we all have so that we can play a positive part in our world, thinking about our rights and our responsibilities.</p>	<p>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 texts are:</p> <ul style="list-style-type: none"> <li>The Great Big Book of Families</li> </ul>	<p>We follow the E-Safety programme written by National Online Safety. This programme includes two E-Safety themes to be explored each term.</p> <p>During this term, the themes are:</p> <ul style="list-style-type: none"> <li>Online Relationships</li> <li>Online Bullying</li> </ul>
<p><b>NSPCC—PANTS</b></p> <p>We use the NSPCC PANTS resources and activities to teach children the message that what is in their pants, is private. This is important for ensuring they know what is and isn't appropriate and empowering them to say no to anything that makes them feel uncomfortable.</p> <p>More information about these resources and lessons is available if you wish to speak to your child's teacher.</p>			

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.



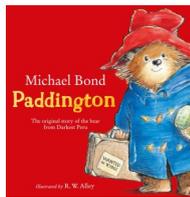
# Year Two: Discover



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 Mo Farah and memorise 3 facts about his life and his achievements

