



# Discovery Academy

## Year 2

Meet the teacher  
10<sup>th</sup> September 2024

# The Team and how to contact the teacher

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# Our Values

Our Values	For adults this means:	For our pupils this means:
<b>Discovering</b>	Seeking opportunities to expand knowledge and experience;	Finding out about our world we live in;
<b>Inspiring</b>	Encouraging all to be as creative and motivating as possible;	Making somebody else want to do something positive;
<b>Caring</b>	Providing support and guidance for the whole school community;	Looking after each other and thinking about others;
<b>Improving</b>	Striving to better ourselves at all times; and	Getting better at things because we keep trying;
<b>Achieving</b>	Teaching to attain aspirational targets.	and Getting something by working hard for it.

# Our Curriculum

Three key drivers are interwoven into the curriculum:

- **Cultural Diversity;**
- **Gender Equality and**
- **The Value of Education**

History and Geography lead the themes.

Themed learning days

Trips, visits, hooks and experiences

Year 1 PSC Re-Sits

Year 2 SATS - NO LONGER STATUTORY!!!!!! 😊

# Year 2 Curriculum Overview

## Trips, Hooks and Visits

History	1.5	Black History Month  Walter Tull  KQ: Why is Walter Tull a role model?		Major Event – First Flight (Wright Brothers)  First Transatlantic Flight- (Male: Alcock Brown Female: Amelia Earhart)  KQ: How different would the world be without aviation?		Local history – development of Hattersley  KQ: What were the most important developments throughout the history of Hattersley?	
Geography			Oceans and Seas  KQ: Why does Planet Earth rely on its Oceans and Seas?		Manchester vs Lagos  KQ: What are the main similarities and differences between Lagos and Manchester?		Plotting Hattersley  KQ: What are the key points of interest in Hattersley?
Art	1.5	Explore & Draw  Drawing, Sketchbooks, Collage	Exploring the World Through Mono Print  Printmaking (Mono Print), Drawing, Collage, Sketchbooks	Expressive Painting  Painting, Sketchbook	Be An Architect  Architecture, sketchbooks, drawing		
DT			Recycled Jewellery  KQ: How can you reduce waste and make a wearable product?			Sculptures  KQ: How have memorial sculptures changed through recent history?	Food  KQ: What impact does where you live have on the food you eat?

# The Year 2 Overview

Computing	1.0	What is IT?	What makes a good photograph?	What makes a good poster?	Can I use technology to record and organise data?	Can I give instructions?	Can sequence commands to create a quiz?
Music	0.5	<p>Black History month: Louis Armstrong Genre: Jazz music Focus on dynamics – getting louder/getting quieter Wonderful world When you're smiling We shall overcome</p> <p><b>KQ: How do the dynamics change the feel of a piece of music</b></p>	<p>Christmas performance: focus on dynamics to improve performance Use dynamics and tempo unit on <u>Charanga</u> to support</p> <p><b>KQ: Can I perform to an audience and improve my performance by practising, thinking especially about the dynamics in songs?</b></p>	<p>Glockenspiel 2</p> <p><b>KQ: Can I play the notes C, D, E, F and G on the Glockenspiel and use these to play tunes, compose and improvise?</b></p>	<p>Inventing a musical story BBC 10 pieces <u>Finlandia</u></p> <p><b>KQ: Can I explain which of two sounds is higher or lower?</b></p>	<p>Music that makes you dance</p> <p><b>KQ: How does music make us happy?</b></p>	<p>Exploring improvisation Minim, crochet, quaver focus</p> <p><b>KQ: Can I consider the dynamics in my improvisations?</b></p>
RE	1.0	<p>Hinduism</p> <p><b>KQ: Who is a Hindu and what do they believe?</b></p>	<p>Christianity</p> <p><b>KQ: Is it possible to be kind to everyone all of the time? (What did Jesus teach?)</b></p> <p>Christmas question: Why do Christians believe God gave Jesus to the world?</p>	<p>Buddhism</p> <p><b>KQ: What does it mean to be a Buddhist in Britain today?</b></p>	<p>Judaism</p> <p>Experience Easter</p> <p><b>KQ: Who is a Jew and what do they believe?</b></p> <p>Easter question: How important is it to Christians that Jesus came</p>	<p>Islam</p> <p>Mosque visit</p> <p><b>KQ: What makes some places sacred?</b></p>	<p>Multi faith /no faith</p> <p><b>KQ: What does it mean to belong to a faith community?</b></p>

# The Year 2 Overview

Science	1.5	<p>Working Scientifically</p> <p><b>Albert Einstein</b></p> <p><b>KQ: How did Einstein keep his experiments fair?</b></p>	<p>Materials</p> <p><b>Charles Macintosh</b></p> <p><b>KQ: What impact has Macintosh had on items that we buy today?</b></p>	<p>Plants</p> <p><b>George Washington Carver</b></p> <p><b>KQ: What do I need to know to grow my own plants at home?</b></p>	<p>Living Things and their Habitats</p> <p><b>Libby Hyman</b></p> <p><b>KQ: Why do different countries have different plants and animals?</b></p>	<p>Living Things and their Habitats</p> <p><b>Jane Goodall</b></p> <p><b>KQ: How important is it to protect the different habitats for all animals including humans?</b></p>	<p>Animals including Humans</p> <p><b>Florence Nightingale</b></p> <p><b>KQ: What do we need to do to keep ourselves healthy and fit in body and mind?</b></p>
PE	1.5	<p>Dance - Speed, Routine, Balance, Control, Direction, Fluency</p> <p><b>Performance</b></p> <p><b>Inspiring Athletes: Flawless</b></p> <p><b>KQ: What are cues and how do we use them in group dance?</b></p> <p>Invasion games: teamwork</p> <p><b>Football</b></p> <p><b>Inspiring Athletes: Sir Geoff Hurst</b></p> <p><b>KQ: What made 1966 an important date for English football?</b></p>	<p>Dance – Cheer</p> <p><b>Performance</b></p> <p><b>Inspiring Athletes: Team UK Cheer Association</b></p> <p><b>KQ: What balances do cheerleaders use?</b></p> <p>Netball</p> <p><b>Passing and movement</b></p> <p><b>Inspiring Athletes: Tracy Neville</b></p> <p><b>KQ: What are the different positions called and what is the job of each?</b></p>	<p>Gym - floor Sequence, travelling, fluency, counter balance, technique, point balances, safety</p> <p><b>Moving across a space</b></p> <p><b>Inspiring Athletes: Nile Wilson and Amy Tinkler</b></p> <p><b>KQ: What muscles do I use when completing the different moves in gymnastics?</b></p> <p>Invasion games: Power, accuracy, awareness</p> <p><b>Dodgeball</b></p> <p><b>Inspiring Athletes: Koj Harrell</b></p>	<p>Gym - Control, body shape, element, canon, body tension, safety</p> <p><b>Shapes and moving in different ways</b></p> <p><b>Inspiring Athletes: Hannah Whelan</b></p> <p><b>KQ: What different movements do we use during a gym session?</b></p> <p>Cricket</p> <p><b>Batting and Bowling</b></p> <p><b>Inspiring Athletes:</b></p>	<p>Dance theme, mood, expression, timing, stamina</p> <p><b>Performance</b></p> <p><b>Inspiring Athletes: Margot Fonteyn and Rudolf Nureyev</b></p> <p><b>KQ: How do movements help me to portray a different feeling or mood?</b></p> <p>Athletics</p> <p><b>Aiming, Throwing, Jumping</b></p> <p><b>Javelin, standing long jump and target games.</b></p> <p><b>Inspiring Athletes: Georgia Taylor-Brown</b></p>	<p>Dance – Street</p> <p><b>Performance</b></p> <p><b>Inspiring Athletes: PLAGUE</b></p> <p><b>KQ: What skills are needed to follow a routine?</b></p> <p>Tennis</p> <p><b>Strike and return</b></p> <p><b>Inspiring Athletes: Fred Perry and Sue Barker</b></p> <p><b>KQ: What are the different shot types that we can play in tennis?</b></p>

# English

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>BHM: Walter Tull</b>	<b>Oceans and Seas</b>	<b>Major Events – First Flight (Wright Brothers) Transatlantic Flight Alcock Brown (male) Amelia Earheart (female)</b>	<b>Manchester vs Lagos</b>	<b>Local History – development of Hattersley</b>	<b>Plotting Hattersley</b>
<b>Narrative</b>	<b>Traditional Tale (3)</b> Little Red Reading Hood  <b>Character Description (link to Traditional Tale story) (2)</b> There's no dragon in this story	<b>Story with emotion (3)</b> Grandad's Island	<b>Story from point of view (3)</b> Dragon Machine	<b>Stories from other cultures (3)</b> The Leopard's Drum	<b>Stories with a different setting (3)</b> Leaf	<b>Stories with chapters (3)</b> The Owl who was Afraid of the Dark
<b>Non-fiction</b>	<b>Newspaper Article (2)</b> Dragon is a Hero	<b>Postcard (2)</b> Meerkat's Christmas	<b>Information Text - (1.5)</b> Plants  <b>Explanation with new vocab (1.5)</b> How an Aeroplane works	<b>Diary Entry (2)</b> Lila and the Secret of Rain	<b>Recount (3)</b> Trip to the woods	<b><u>Non Chronological Report (3)</u></b> Big Cats – Owls
<b>Poetry</b>		<b>Shape poetry (1)</b> Christmas		<b>Theme poetry (1)</b> <i>Africa</i>		<b>Free Verse Poetry (1)</b> The Magic Box



# Maths

<b>Autumn term</b>	<p>Number</p> <hr/> <p><b>Place value</b></p> <p>VIEW</p>	<p>Number</p> <hr/> <p><b>Addition and subtraction</b></p> <p>VIEW</p>	<p>Geometry</p> <hr/> <p><b>Shape</b></p> <p>VIEW</p>		
<b>Spring term</b>	<p>Measurement</p> <hr/> <p><b>Money</b></p> <p>VIEW</p>	<p>Number</p> <hr/> <p><b>Multiplication and division</b></p> <p>VIEW</p>	<p>Measurement</p> <hr/> <p><b>Length and height</b></p> <p>VIEW</p>	<p>Measurement</p> <hr/> <p><b>Mass, capacity and temperature</b></p> <p>VIEW</p>	
<b>Summer term</b>	<p>Number</p> <hr/> <p><b>Fractions</b></p> <p>VIEW</p>	<p>Measurement</p> <hr/> <p><b>Time</b></p> <p>VIEW</p>	<p><b>Statistics</b></p> <p>VIEW</p>	<p>Geometry</p> <hr/> <p><b>Position and direction</b></p> <p>VIEW</p>	<p>Consolidation</p>

# The Statutory Relationships Education curriculum

- Our Bodies
  - Generally
  - Personal/Private areas using the correct terminology
- Changes
  - To our body as we grow older
  - To our lives and how this affects how we feel
- Is it ok?
  - Respecting our own bodies and each others
  - Different people who like different things
  - All Families are different

PSHE	0.5	Health and Wellbeing – Safety First	Health and Wellbeing – Think Positive	Living in the Wider World – One World	Living in the Wider World – Respecting Rights	Relationships – VIPS	Relationships – Growing Up
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# Reading Books

Phonics/Spelling is taught 5 times a week, depending on the phase they are taught depends on the level of book they will take home.

- 1 book will be a decodable book which will only have sounds that the children have been taught
  - Chosen by an adult with the child
- 2<sup>nd</sup> book will be a library book which the children may or may not be able to read themselves but can be shared with an adult and used to promote reading for pleasure
  - Chosen by the child

Every time your child reads please write in their reading diary. Their decodable book should be read at least 3 times a week and reading for pleasure book in between. Please write any reading experiences your child has in their reading diary - successes and anything words they may struggle with.

Researchers in the United States who had looked at the impact of parents reading with their children quoted the following figures in a news release about their findings:

Here's how many words kids would have heard by the time they were 5 years old: Never read to, 4,662 words; 1–2 times per week, 63,570 words; 3–5 times per week, 169,520 words; daily, 296,660 words; and five books a day, 1,483,300 words.<sup>16</sup>

# Homework

**Reading** - Reading book x 3 per week and a library book or book of choice x 2 per week - with comments from parent

New for this year: Class Reading Journal - Once a week this will be sent home with 1 child where they can do a response to reading (a book of their choice) and then share with the class the following Friday.

**Lexia** - 2 x per week 10 mins each time

**Numbots** - 2 x per week - 10 mins each time

Children's Numbots and Lexia log in details will be stuck onto the inside of their reading record.

Maths & English will be alternated on a weekly basis and will consist of basic skills practice. This will be paper based.

# Uniform and Equipment

## The Academy uniform is as follows:

- Dark **grey** skirt, shorts or trousers.
- Light blue polo shirt (with or without Academy logo).
- Dark blue sweater or cardigan with Academy logo.
- Blue and white checked summer dresses.
- Socks/tights – white, navy, black or grey. No patterns or characters.

## Shoes

- Black shoes (**not boots or trainer style shoes**) - sensible, flat and without flashing heels.
- Wellies can be worn when the children are in the school grounds.
- During periods of inclement weather pupils may wear black leather style boots (not Ugg style).

## PE kit is as follows:

- Black sports shorts and plain white t-shirt
- Black pumps or trainers without flashing heels

# Uniform and Equipment

**Hair accessories** – bobbles, clips and headbands should be white, black, blue or green and **MUST NOT** have bows, glitter or embellishments.

**Jewellery** - pupils may wear a watch and one pair of plain studs only whilst at the academy.

**Make-up** - make-up including nail varnish, temporary tattoos and lip gloss should not be worn to the academy.

**Sun hats** - must be in school colours of dark blue, white or checked. The Academy do have an Academy baseball cap that is available to purchase.

**Headwear as part of religious observance** - the appropriate garment should be in school colours of dark blue, checked or white. These should not have glitter or embellishments.

**Hats** - Plain blue or Discovery branded - no other colours and no patterns/pictures/logos

**All clothing and footwear should be clearly labelled with the child's name.**

Thank you  
Any Questions

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