

Year 2 Autumn Term – Curriculum Overview

| SUBJECT | 1 st Half Term | 2 nd Half Term |
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| English | <p><u>Traditional Tales</u> ‘Rapunzel’ by Bethan Woollvin ‘Hansel and Gretel’ by Anthony Browne ‘Baba Yaga’ by Tony Bradman The children will read and compare two versions of a traditional story and recount events in form of a diary entry. They will expand their vocabulary when describing a traditional character and will then write their own version of a traditional tale.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Demarcate sentences using capital letters, full stops, question or exclamation marks 2. Use conjunctions to extend sentences. 3. Use expanded noun phrases to describe a setting. 4. Convert present tense verbs into the past tense. 5. Explore irregular verbs <p><u>List poems</u> The children will read, enjoy, discuss and write poems. They will learn to recite poetry by heart.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Use expanded noun phrases to describe and specify, e.g. adjectives to describe nouns. 2. Use both familiar and new punctuation correctly most of the time, including full stops, capital letters, exclamation marks, question marks, commas for lists. <p><u>Letters and Postcards</u> ‘John Patrick Norman McHennesy’ by John Burningham ‘Dear Teacher’ by Amy Husband The children will be introduced to the conventions of letter writing. They will then write their own letter describing an amazing adventure.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Learn how to use punctuation correctly, including capital letters, full stops, question or exclamation marks 2. Learn how to use sentences with different forms: statement, question, exclamation, command. | |
| | <p><u>Reading</u> The children will be encouraged to read as widely as possible at home and at school. During Guided Reading lessons, they will read fiction, non-fiction texts and poetry. They will be encouraged to discuss new vocabulary and ask and discuss their own questions, as well as answer questions put to them by their teacher.</p> <p><u>Phonics</u> The synthetic phonics programme ‘Letters & Sounds’ will be used as the basis for teaching phonics. During the daily phonics lesson, the children will work on Phase 5, suffixes, homophones, contractions, the possessive apostrophe (singular noun) and learn many more common exception words. They will continue to practise the skills of blending and segmenting words and they will apply their knowledge in sentences dictated to them.</p> <p><u>Handwriting</u> Handwriting will be taught in conjunction with phonics lessons. The children are taught a joined script to help them to make the process of writing more automatic.</p> | |

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| <p>Maths</p> | <p>The children will be given opportunities to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving problems. They will also apply their mathematical knowledge to science and other subjects.</p> <p><u>Key skills visited this term:</u></p> <p>Securing fluency to 20 Place value – Making tens and some more Place value and regrouping two-digit numbers Counting on and back in ones and tens from any number Representing, ordering and comparing numbers to 100 Estimation and magnitude Numbers to 20-Mental addition and subtraction Finding complements of 10 and 100 Add and subtract numbers mentally using 1- and 2-digit numbers Money-finding combinations and finding change Comparison (difference, more, less, fewer) Measures-Estimation and measure using different scales</p> | |
| <p>Science</p> | <p><u>What is in your habitat?</u> <u>Our changing world</u> The children will explore and compare the differences between things that are living or dead, and things that have never been alive. They will also learn about habitats and describe how different habitats provide basic needs for different kinds of animals and plants.</p> <p><u>The apprentice gardener</u> The children will observe and describe how seeds and bulbs grow into mature plants. They will also find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> | |
| | <p>Pupils will work scientifically by: observing closely, using simple equipment; asking simple questions and recognising that they can be answered in different ways; identifying and classifying; using their observations and ideas to suggest answers to questions; gathering and recording data to help in answering questions; performing simple tests.</p> | |
| <p>SUBJECT</p> | <p>1st Half Term</p> | <p>2nd Half Term</p> |
| <p>PSHE</p> | <p><u>Relationships</u> Families and friendship: Making friends; feeling lonely and getting help Safe relationships: Managing secrets; resisting pressure and getting help; recognising hurtful behaviour Respecting ourselves and others: Recognising things in common and differences; playing and working cooperatively; sharing opinions</p> | |
| <p>RE</p> | <p><u>Signs and Symbols</u> The children will be looking at signs and symbols used by religious groups with a focus on Christianity and Islam.</p> | <p><u>Christmas</u> The children will reflect on the deeper meaning of Christmas i.e. the giving of gifts.</p> |

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| Geography | <p><u>Seasons</u> In this unit, the children will learn about weather and seasons. This unit has a focus on the local area, as well as looking at the wider perspective of the UK. The children will observe, spot seasonal patterns and talk about changes by using weather- related vocabulary.</p> |
| History | <p><u>Who was Mary Seacole?</u> The children will learn about the nurse Mary Seacole and how she broke social rules and prejudices to travel the world, ran businesses and helped those in need – even in the most dangerous places.</p> <p><u>What are we remembering on Remembrance Day?</u> The children will learn what Remembrance Day is, why people wear poppies and who we are remembering on Remembrance Day.</p> |
| Art & Design | <p><u>Nature Sculpture</u> Children learn about different kinds of nature sculptures and explore the work of Andy Goldsworthy and other environmental artists. The children learn different techniques using natural materials: model making, observational drawing, collecting materials, ephemeral land art and group sculpture building. At the end of the unit, children will create a multimedia collage to bring together and celebrate their work.</p> |
| Design & Technology | <p><u>Mechanisms</u> The children will learn what mechanism makes a toy or vehicle roll forwards. They will draw and label a diagram of an axle, wheel and axle holder. The children will then design and make their own moving vehicle.</p> |
| Music | <p><u>Beat and Rythm</u> The children will learn to recognise the difference between beat and rhythm. They will also get the opportunity to accompany a song by playing the beat or a rhythm.</p> |
| PE | <p>For the first half term, the children will be working on their locomotion skills and focusing on jumping and dodging. They will move on to team building activities in which they will focus on developing teamwork, building trust and developing communication, exploring simple strategies and problem solving. The children will then move on to ball skills and start with hand skills. Within hand skills, they will learn the correct techniques for throwing, catching, bouncing, dribbling, passing, aiming and then competitions to focus on each of these skills and how to win a point or keep possession. Lastly, children will start ball skills with a focus on feet skills. They will explore and develop their dribbling, passing and receiving skills, and incorporate them into games and activities that have a focus on keeping possession and scoring points.</p> |
| Computing | <p><u>Coding</u> The children will learn that an algorithm is a set of instructions and create a computer program using them. They will learn what ‘debugging’ means and understand the need to test and debug a program repeatedly.</p> <p><u>Online Safety</u> The children are taught how things can be shared electronically for others to see on the Internet. They will discuss their own experiences and understanding of what email is used for. The children will learn what a digital footprint is and can give examples of things that they wouldn’t want to be in their digital footprint.</p> |