

Year 2 Autumn Term Curriculum Overview 2021

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8		Week 9	Week 10	Week 11	Week 12	Week 13	Week 14				
MATHEMATICS	On-going application of mental, communication, problem solving and reasoning skills. <ul style="list-style-type: none"> To identify, represent and estimate numbers using different representations, including the number line To compare and order numbers from 0 up to 100; use <, > and = signs To use concrete objects and pictorial representations, including those involving numbers, quantities and measures To recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 To add and subtract numbers using concrete objects, pictorial representations, and mentally To show that addition of two numbers can be done in any order (commutative) To identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line To compare and sort common 2-D and 3-D shapes and everyday objects To order and arrange combinations of mathematical objects in patterns and sequences To add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens. 								Assessment Week	HALF TERM	On-going application of mental, communication, problem solving and reasoning skills. <ul style="list-style-type: none"> To recognise the place value of each digit in a two-digit number (tens, ones) To count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward To recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 To add and subtract numbers using concrete objects, pictorial representations, and mentally, including: two two-digit numbers To choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) To use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). To compare and order lengths, mass, volume/capacity and record the results using >, < and = To solve problems with addition and subtraction applying their increasing knowledge of mental and written methods To find different combinations of coins that equal the same amounts of money To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. 								Assessment Week
	Grammar Focus (2 weeks) <ul style="list-style-type: none"> To begin to explore the features of a sentence and form simple sentences To produce an independent holiday write. 		Recounts (2-3 weeks) <ul style="list-style-type: none"> To discuss the sequence of events recounted in texts To develop a wider range of words and phrases to support chronology e.g. next, when, after, before, finally, at the end of the day To explore language features – past tense verbs. Writing Outcomes <ul style="list-style-type: none"> Recount. 			Little Red Riding Hood (3-4 weeks) <ul style="list-style-type: none"> To structure events within a story To re-tell a familiar story with events in sequence and include some dialogue and formal story language To imitate familiar stories by borrowing and adapting structures To write own story in the style of a traditional tale, using typical settings, characters and events. Writing Outcomes <ul style="list-style-type: none"> Narrative Alternative endings Character description Describing a setting. 			Poetry (2 weeks) Bonfire Night / Fireworks <ul style="list-style-type: none"> To explore formation of adjectives using suffixes such as –ful, –less, er, –est in adjectives To use expanded noun phrases for description and specification. Writing Outcomes <ul style="list-style-type: none"> Poetry Descriptive writing. 		Grace & Family – Power of Reading (2 weeks) <ul style="list-style-type: none"> To explore books from a different culture To develop skills of inference and character feelings To explore non – fiction texts To write a recount/diary entry To create a set of instructions To write a non-chronological report To gather and present information To write a letter in role and respond. Writing Outcomes <ul style="list-style-type: none"> Recount Diary Entry Instructions Non-Chronological Report Letter Writing 		Three Little Pigs (2 week) <ul style="list-style-type: none"> To plan and tell a story based on own experience To improvise and rehearse new dialogue between familiar characters To explore characters’ feelings and situations To develop writing stamina To plan and write own story about a familiar character, using the structure: opening, something happens, events to sort it out, ending To describe characters and include dialogue. Writing Outcomes <ul style="list-style-type: none"> Describing a familiar character Creating an alternative version of the story based on the same characters. 						
ENGLISH																			

Year 2 Autumn Term Curriculum Overview 2021

SCIENCE	<p><u>Uses of Everyday Materials</u></p> <ul style="list-style-type: none"> To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses <p>Star scientist – Charles Macintosh.</p>							FORCES	<p><u>Forces</u></p> <ul style="list-style-type: none"> To find out how shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching <p>Star scientist – Albert Einstein</p>												
HISTORY								SHOULD WE STILL CELEBRATE BONFIRE NIGHT/DID THE GREAT FIRE MAKE LONDON A BETTER OR WORSE PLACE?	<p><u>Should we still celebrate Bonfire Night/Did the Great Fire make London a better or worse place?</u></p> <ul style="list-style-type: none"> To understand what the Gunpowder Plot was To understand why Guy Fawkes took the action he did in 1605 To understand how Bonfire Night has changed over the years, and why it is still celebrated To know what happened during the Great Fire of London To understand why the Great Fire of London spread so quickly To understand the importance of the range of evidence available about the fire, and that there were a number of consequences of the fire. 												
GEOGRAPHY	<p><u>What are Seasons?</u></p> <ul style="list-style-type: none"> To describe different types of weather, make observations and understand changes around us To observe the weather, and understand weather data from pictures, words and symbols To understand why weather changes, and know that there are different types of wind which bring about these changes To understand that there are four seasons in the UK To know about parts of the UK and its capital cities, and talk about the weather there To demonstrate understanding of the weather, and seasons in different parts of the UK. 																				
ART	<p><u>Light Up the Sky: Link to PSHE – Appreciating other cultures and religions, focus Diwali</u></p> <ul style="list-style-type: none"> Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint Plan out ideas for drawings Experiment with the visual elements; line, shape, pattern and colour Try different activities and choose how to develop their work and techniques Create different Rangoli designs using varied resources and effects Use the skills appropriate for their year group and choose techniques deliberately for a purpose Express clear preferences about their artwork and work of others. Giving reasons, e.g. I like this because... <p><u>Artists: Rangoli Patterns</u></p>																				
DT								FIRE ENGINES: LINK TO HISTORY 'THE GREAT FIRE OF LONDON'	<p><u>Fire Engines: Link to History 'The Great Fire of London'</u></p> <ul style="list-style-type: none"> Start to generate ideas by drawing on their own and other people's experiences Begin to develop their design ideas through discussion, observation, drawing and modelling Identify a purpose for what they intend to design and make Develop their ideas through talk and drawings and label parts Make templates and mock ups of their ideas in card and paper or using ICT Begin to select tools and materials; use correct vocabulary to name and describe them e.g axels, cogs Build structures, exploring how they can be made stronger, stiffer and more stable Learn to use hand tools safely and appropriately Start to assemble, join and combine materials in order to make a product Start to choose and use appropriate finishing techniques Evaluate their work against their design criteria With confidence talk about their ideas, saying what they like and dislike about their vehicles. 												
								DESIGNERS: LOOK AT VARIOUS CAR MANUFACTURERS AND THE DIFFERENT VEHICLES THEY MAKE	<p><u>Designers: Look at various car manufacturers and the different vehicles they make</u></p>												

Year 2 Autumn Term Curriculum Overview 2021

COMPUTING	<p>COMPUTING STRAND: Computer Science Unit 2.1 Coding – Program; 2Code</p> <ul style="list-style-type: none"> To understand what an algorithm is To create a computer program using simple algorithms To compare the Turtle and Character objects To use the button object To understand how use the Repeat command To understand how to use the Timer command To know what debugging mean. To understand the need to test and debug a program repeatedly. To debug simple programs To create programs using different kinds of objects whose behaviours are limited to specific actions To predict what the objects will do in other programs, based on their knowledge of what the object is capable of To discuss how logic helped them understand that they could only predict specific actions, as that is what the objects were limited to To use all the coding knowledge, they have learned throughout their programming lessons to create a more complex program that tells a story. 	Catch-up/ Consolidation	<p>COMPUTING STRAND: Digital Literacy Unit 2.2 Online Safety – Program; Writing Templates, Display boards, 2Respond (2Email)</p> <ul style="list-style-type: none"> To know how to refine searches using the Search tool To know how to share work electronically using the display boards To use digital technology to share work on Purple Mash to communicate and connect with others locally To have some knowledge and understanding about sharing more globally on the Internet To introduce Email as a communication tool using 2Respond simulations To understand how we talk to others when they aren't there in front of us To open and send simple online communications in the form of email. To understand that information put online leaves a digital footprint or trail. To begin to think critically about the information they leave online. To identify the steps that can be taken to keep personal data and hardware secure. 	<p>COMPUTING STRAND: Information Technology Unit 2.7 Making Music - Programs; 2Sequence</p> <ul style="list-style-type: none"> To be introduced to making music digitally using 2Sequence To explore, edit and combine sounds using 2Sequence To add sounds to a tune they've already created to change it To think about how music can be used to express feelings and create tunes which depict feelings To upload a sound from a bank of sounds into the Sounds section To record their own sound and upload it into the Sounds section To create their own tune using the sounds which they have added to the Sounds section.
PE	<p><u>Dance</u></p> <ul style="list-style-type: none"> To explore the whole body actions to create linked shapes and balances To apply the idea of theme to a dance To compose a dance phrase which responds to the visual stimulus To create a sequence of movements for performance with starting and finishing positions To demonstrate comprehension of the story through dance To work collaboratively to improve and adapt sequence To create a duet based upon the relationship between two characters To explore unison, levels and cannon within the choreography To discuss how others could develop their performances To create a short dance solo which demonstrates changes in direction and speed To explore footwork with creatively based on visual stimulus To use movement imaginatively, responding to the music with some attempt at musicality To change the speed, level and direction of movements To select actions as a group to create a short dance which reflects rhythmic qualities To explore formations through dance sequence To perform dance phrases that express ideas and feeling. 		<p><u>Gymnastics – Unit One</u></p> <ul style="list-style-type: none"> To use prior learning to create a 4-element sequence To combine balance, rolling, jumping, rocking and spinning To perform using a recognised start and finish shape To recognise how to create power in jumps To participate in strength challenges (squat challenges, jumping distance and endurance challenge) To show ways to jump with power and control To define how gymnastic elements can link smoothly and continuously To explore transitions between elements To compare linking movements that improve a performance To define in simple terms flexibility To demonstrate in shapes their full range of flexibility To choose, adapt and perform shapes at different levels To perform various travel movements at different speeds To identify suitable speeds for different types of travel To show how these speeds apply to different moves in a sequence To choose and apply to a simple sequence element To perform a sequence of between 4-6 elements To use apparatus safely with great control and care. 	

Year 2 Autumn Term Curriculum Overview 2021

MUSIC	<p>Unit: Theme:</p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth</p> <p>MUSIC STRAND: Listening, appraising and responding <i>Listening to a range of high-quality live and recorded music</i></p> <ul style="list-style-type: none"> • Recognising timbre changes in music they listen to • Recognising structural features in music they listen to • Listening to and recognising instrumentation. • Beginning to use musical vocabulary to describe music. • Identifying melodies that move in steps. <p><i>Listening with attention to detail and recall sounds with increasing aural memory</i></p> <ul style="list-style-type: none"> • Listening to and repeating a short, simple melody by ear. • Suggesting improvements to their own and others' work. <p>Composing <i>Create sounds and music using the interrelated dimensions of music</i></p> <ul style="list-style-type: none"> • Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. • Successfully combining and layering several instrumental and vocal patterns within a given structure. • Creating simple melodies from 5 or more notes. • Choosing appropriate dynamics, tempo and timbre for a piece of music. • Using letter name and graphic notation to represent the details of their composition. • Beginning to suggest improvements to their own work. <p>Performing</p> <ul style="list-style-type: none"> • Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). • Singing short songs from memory, with melodic and rhythmic accuracy. • Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. • Performing expressively using dynamics and timbre to alter sounds as appropriate. • Singing back short melodic patterns by ear and playing short melodic patterns from letter notation 	
SRE/ PSHE	<p><u>Induction Week / Settling back to school</u></p> <ul style="list-style-type: none"> • To set themselves simple goals for the year ahead • To demonstrate that they can manage some feelings in a positive and effective way. They should learn ways to calm themselves down or to change their mood when they don't feel so good • To recognise how their behaviour affects other people and how not everyone feels the same thing at the same time • To appreciate that not everyone communicates or shows their emotions in the same way • To share their views and opinions (for example talking about fairness or experiences they have had at home following the school closure) • To feel positive about sharing concerns and worries with others. Children recognise when they need help to deal with their feelings and how to ask for it • Children know about how it feels when there is change or loss. <p><u>Cross-Curricular with PE (ongoing)</u></p> <ul style="list-style-type: none"> • To feel the effect of exercise on their bodies • To explain why physical activity is healthy, what physical activity they and explain what choices they make that are healthy <p><u>Awareness Days/Weeks</u></p>	<p><u>Cross-Curricular with English – Diary Writing</u></p> <ul style="list-style-type: none"> • To demonstrate that they can manage some feelings in a positive and effective way • To continue to share views and opinions. <p><u>Road Safety Week</u></p> <ul style="list-style-type: none"> • To understand the Stop, Look, Listen and Think sequence. • To understand why they travel in a car wearing a seatbelt and a car seat if under 135cms tall. • To understand how walking and cycling can keep them healthy. • To understand why it's important to be bright and be seen. <p><u>Anti-Bullying Week</u></p> <ul style="list-style-type: none"> • To feel positive about sharing concerns and worries with others • To recognise how their behaviour affects other people • To identify and respect the differences and similarities between people • To learn that there are different types of teasing and bullying and that these are wrong and unacceptable • Children understand the consequences of such anti-social behaviour

Year 2 Autumn Term Curriculum Overview 2021

	<p>Black History Month</p> <p>Wellbeing Wednesdays</p> <p>10th October – World Mental Health Day</p>	<ul style="list-style-type: none"> To learn how to resist teasing and bullying if they experience or witness it, whom to go to and how to get help. <p><u>Cross-Curricular with English – Grace and Family</u></p> <ul style="list-style-type: none"> To learn about different types of families including those that may be different to their own To identify common features of family life and know that families should give love, security and stability. <p><u>Cross-Curricular with Science</u></p> <ul style="list-style-type: none"> To know how to look after the local environment including recycling in the classroom. <p><u>British Values</u></p> <ul style="list-style-type: none"> Democracy assembly plus follow-up work <p><u>Awareness Days</u></p> <p>Anti-Bullying Week Wellbeing Wednesdays Christmas Appreciation</p>
FRENCH	<p>J'Apprends Le Francais (I Am Learning French)</p> <ul style="list-style-type: none"> To locate France on a map of the world To highlight other famous French Cities To talk about other countries where French is spoken To say their name and how they are feeling in French To count to ten in French. 	<p>Les Fruits (Fruits)</p> <ul style="list-style-type: none"> To name and recognise up to 10 fruits in French To attempt to spell some of these nouns To ask somebody in French if they like a particular fruit To say what fruits they like and dislike.
JS	<p>Chagim: Rosh Hashanah</p> <ul style="list-style-type: none"> To know why we blow the Shofar To know the name and sounds of the Shofar notes To link the shofar with the Akeida To know what Teshuva is, how we do it and its link to Rosh Hashanah To make pop up Shana Tova cards To know when and how we say Tashlich To do Tashlich To know the simanim linked to Rosh Hashanah and the reasons behind them To make honey cake. <p>Chagim: Yom Kippur</p> <ul style="list-style-type: none"> To act out, sequence and rewrite the story of Yonah To know the various customs linked to Yom Kippur To know the names of the Yom Kippur services. <p>Chagim: Succot/Shmini Atzeret/Simchat Torah</p> <ul style="list-style-type: none"> To know what each part of the Arba Minim symbolises To shake the Arba Minim with a bracha To understand what makes a Succah kosher To eat in a succah, with a bracha To know why we pray for rain in Israel on Shemini Atzeret To understand the significance of Simchat Torah and make a 3D flag. <p>Hebrew Reading</p> <ul style="list-style-type: none"> To complete a baseline assessment To review all the letters, with a focus on final letters. 	<p>Chagim: Chanukah</p> <ul style="list-style-type: none"> To understand the story of Chanukah in more detail To act out, sequence and rewrite the story from the perspective of a Maccabee/Greek To design your own kosher chanukiah and make it from clay To know what makes a chanukiah kosher To understand the reasons behind the Chanukah customs To play dreidel games To bake for Chanukah <p>Hebrew Reading</p> <ul style="list-style-type: none"> To review the vowels, focussing on the chataf vowels To learn the sound of shva at the start of a word To know the sound of shva in the middle of the word To introduce the concept of havarot. <p>Hebrew Writing</p> <ul style="list-style-type: none"> To be able to read and write dalet. hey, vav, zayin, chet, tet, yud, kaf, chaf and final chaf in script. To complete an end of term script assessment. <p>Parasha</p> <ul style="list-style-type: none"> Toldot – kibud av v'em Vayetze – sharing Vayishlach – caring Vayeshev – sensitivity to other people's feelings Miketz – being responsible for one another Vayigash - forgiveness

Year 2 Autumn Term Curriculum Overview 2021

Hebrew Writing

- To complete a baseline assessment
- To understand there are two ways to write and read in Hebrew – block and script
- To be able to write and read alef, bet, vet and gimmel in script.

Parasha

- Bereshit – keeping Shabbat is a mitzvah
- Noach – perseverance
- Lech Lecha – valuing and using a Jewish name
- Vayera – bikur cholim
- Chayei Sarah – tefillah.

- Vayechi – recognising everyone is special and different.