	Week 1	Week 2	Week 3	Week 4	Week	5	Week 6	Week 7
MATHEMATICS	Week 1 Week 2 Week 3 Week 4  On-going application of mental, communication, problem solving and reasoning skills.  Place Value  To recall numbers to 20 To count objects to 100 by making 10s To use a place value chart To write numbers to 100 To write numbers to 100 in words To know 10s on the number line to 100 To estimate numbers on a number line To count in 2s,5s and 10s To count in 3s.  Week 5  Week 6  Week 7  On-going application of mental, communication, problem solving and reasoning skills.  Addition and Subtraction To recall number bonds to 10 To recall number bonds to 10 To know fact families – addition and subtraction bonds within 20 To know fact families – addition and subtraction bonds within 20 To know bonds to 100 (tens) To add and subtract 1s To add and subtract 1s To add by making 10 To add three 1-digit numbers To add to the next 10 To add across a 10 To subtract across a 10.						to 10 addition and n 20 tens)	
ENGLISH	<ul><li>Nouns,</li><li>Preposi</li></ul>	adjectives and ve	• To we su not find the first feet with the first feet with the feet wit	o discuss the sequents recounted in develop a wider ords and phrases upport chronolog ext, when, after, hally, at the end of explore language atures – past term utcomes ecount.	in texts r range of s to y e.g. before, of the day ge	Writi Narra Alter Chara	story To re-tell a fawith events include some formal story To imitate faborrowing as structures To write own style of a trausing typical characters as ing Outcomes	events within a amiliar story in sequence and e dialogue and language imiliar stories by and adapting a story in the ditional tale, settings, and events.
SCIENCE	<ul> <li>Uses of Everyday Materials</li> <li>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</li> <li>Star scientist – Charles Macintosh.</li> </ul>							
HISTORY								

Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week14
	cation of mental, n, problem solvin			cation of mental, n, problem solvin		Assessment Week
	ubtraction ract from a ten ract a 1-digit nun	nher from a 2-		gnise 2D and 3D nt sides on 2D sha	•	
digit nu	mber (across a te w 10 more, 10 les	en)	• To cour	nt vertices on 2D v 2D shapes	•	
	and subtract 10s two 2-digit numb	ers (not across		v lines of symme lines of symmetry		
• To add to 10)	two 2-digit numb	·	<ul><li>To sort</li><li>To cour</li></ul>	2D shapes	•	
across a	•		• To cour	nt edges on 3D sh nt vertices on 3D	•	
a 10)	ract two 2-digit n		• To make	3D shapes e patterns with 2	D and 3D	
subtrac	k out mixed addit tion sums		shapes			
	pare number sen k out missing nun					
Doctor	. Cat missing man		the Creet Fire of	London		

# Poetry

# Bonfire Night / Fireworks

- 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**

- Poetry
- Descriptive writing.

## Vlad and the Great Fire of London

- 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**

- Recount
- Diary Entry
- Instructions
- Non-Chronological Report
- Letter Writing

### **Forces**

• To find out how shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

Star scientist – Albert Einstein

# Should we still celebrate Bonfire Night/Did the Great Fire make London a better or worse place?

- 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

	What are Seasons?					
GEOGRAPHY	<ul> <li>To describe different types of weather, make observations and understand changes around us</li> <li>To observe the weather, and understand weather data from pictures, words and symbols</li> <li>To understand why weather changes, and know that there are different types of wind which bring about these changes</li> <li>To understand that there are four seasons in the UK</li> <li>To know about parts of the UK and its capital cities, and talk about the weather there</li> <li>To demonstrate understanding of the weather, and seasons in different parts of the UK.</li> </ul>					
ART	<ul> <li>Light Up the Sky: Link to PSHE – Appreciating other cultures and religions, focus Diwali</li> <li>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint</li> <li>Plan out ideas for drawings</li> <li>Experiment with the visual elements; line, shape, pattern and colour</li> <li>Try different activities and choose how to develop their work and techniques</li> <li>Create different Rangoli designs using varied resources and effects</li> <li>Use the skills appropriate for their year group and choose techniques deliberately for a purpose</li> <li>Express clear preferences about their artwork and work of others. Giving reasons, e.g. I like this because</li> <li>Artists: Rangoli Patterns</li> </ul>					
Δ						
COMPUTING	COMPUTING STRAND: Computer Science Unit 2.1 Coding – Program; 2Code  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 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.

### Fire Engines: Link to History 'The Great Fire of London'

- 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

COMPUTING STRAND: Digital Literacy
Unit 2.2 Online Safety – Program; Writing Templates, Display boards, 2Respond (2Email)

- 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

COMPUTING STRAND: Information Technology Unit 2.7 Making Music - Programs; 2Sequence

- 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 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.

### **Fundamentals**

Taking part in a range of activities and games, supporting children when developing:

- Running
- Jumping
- Throwing
- Catching
- Kicking
- Striking
- Coordination.

# **Unit: African Call and Response**

#### Theme:

Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth

### **MUSIC STRAND:**

### Listening, appraising and responding

Listening to a range of high-quality live and recorded music

- 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.

Listening with attention to detail and recall sounds with increasing aural memory

- Listening to and repeating a short, simple melody by ear.
- Suggesting improvements to their own and others' work.

#### Composing

Create sounds and music using the interrelated dimensions of music

- 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.

- 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.
- 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.

### **Dance**

- 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.

#### **Unit: Orchestral Instruments**

#### **Theme: Traditional Western Stories**

Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth

### **MUSIC STRAND:**

### Listening, appraising and responding

Listening to a range of high-quality live and recorded music

- Recognising timbre changes in music they listen to
- Recognising structural features in music they listen to
- Listening to and recognising instrumentation.
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- 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.

- 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

### Induction Week / Settling back to school

- 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
- 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.

### Cross-Curricular with PE (ongoing)

- To feel the effect of exercise on their bodies
- To explain why physical activity is healthy, what physical activity they do and explain what choices they
  make that are healthy

### **British Values**

Democracy assembly plus follow-up work

## Awareness Days/Weeks

Black History Month

Jeans for Genes Week – 18<sup>th</sup> – 24<sup>th</sup> September

10th October – World Mental Health Day

NSPCC -Speak Out, Stay Safe assemblies and follow-up work

## **Les Petites Betes (Minibeasts)**

- To recognise, recall and remember up to 7 different minibeasts in French with the correct article/determiner and accurate pronunciation
- To recognise, recall and remember how to say 'hello' and 'goodbye' in French
- To learn to listen attentively to a story in French
- To follow simple instructions in French.

## Chagim: Rosh Hashanah

- 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

#### Performing

- 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

### Cross-Curricular with English - Diary Writing

- To demonstrate that they can manage some feelings in a positive and effective way
- To continue to share views and opinions.

#### Road Safety Week

- 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.

### **Anti-Bullying Week**

- 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
- To learn how to resist teasing and bullying if they experience or witness it, whom to go to and how to get help.

### Cross-Curricular with English – Grace and Family

- 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.

### Cross-Curricular with Science

To know how to look after the local environment including recycling in the classroom.

Remembrance Day

Anti-Bullying Week – 13th – 17th November

Road Safety Week

**Christmas Appreciation** 

### Les super-héros (Superheroes)

- To recognise, recall, and remember the 6 colours presented in French
- To recognise and remember the high frequency verbs: 'I am called', 'I have', 'I live', 'I am' and 'I am able'
- To present and describe themselves as a superhero.

## **Chagim: Chanukah**

- 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.

## **Year 2 Autumn Term Curriculum Overview 2023**

- To know the simanim linked to Rosh Hashanah and the reasons behind them
- To make honey cake.

## **Chagim: Yom Kippur**

- 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.

### **Chagim: Succot/Shmini Atzeret/Simchat Torah**

- 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.

### **Hebrew Reading**

- To complete a baseline assessment
- To review all the letters, with a focus on final letters.

## **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.

### **Hebrew Reading**

- 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.

### **Hebrew Writing**

- To be able to read and write dalet. hey, vav, zayin, chet, tet, yud, kaf, chaf, final chaf and lamed in script
- To complete an end of term script assessment.

### Parasha

- Vayera bikur cholim
- Chayei Sarah tefillah
- Toldot kibud av v'em
- Vayetze sharing
- Vayishlach caring
- Vayeshev sensitivity to other people's feelings
- Miketz being responsible for one another.