

Year 2 Autumn Term Curriculum Overview 2023

| | 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 | | | |
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| MATHEMATICS | On-going application of mental, communication, problem solving and reasoning skills. Place Value <ul style="list-style-type: none"> To recall numbers to 20 To count objects to 100 by making 10s To recognise tens and ones To use a place value chart To partition numbers to 100 To write numbers to 100 in words To flexibly partition numbers to 100 To write numbers to 100 in expanded form To know 10s on the number line to 100 To know 10s and 1s on the number line to 100 To estimate numbers on a number line To compare objects To compare numbers To order objects and numbers To count in 2s,5s and 10s To count in 3s. | | | | On-going application of mental, communication, problem solving and reasoning skills. Addition and Subtraction <ul style="list-style-type: none"> To recall number bonds to 10 To know fact families – addition and subtraction bonds within 20 To know related facts To know bonds to 100 (tens) 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. | | | | On-going application of mental, communication, problem solving and reasoning skills. Addition and Subtraction <ul style="list-style-type: none"> To subtract from a ten To subtract a 1-digit number from a 2-digit number (across a ten) To know 10 more, 10 less To add and subtract 10s To add two 2-digit numbers (not across a 10) To add two 2-digit numbers (across a 10) To subtract two 2-digit numbers (not across a 10) To subtract two 2-digit numbers (across a 10) To work out mixed addition and subtraction sums To compare number sentences To work out missing number problems. | | | | On-going application of mental, communication, problem solving and reasoning skills. Shape <ul style="list-style-type: none"> To recognise 2D and 3D shapes To count sides on 2D shapes To count vertices on 2D shapes To draw 2D shapes To know lines of symmetry on shapes To use lines of symmetry to complete shapes To sort 2D shapes To count faces on 3D shapes To count edges on 3D shapes To count vertices on 3D shapes To sort 3D shapes To make patterns with 2D and 3D shapes | | | | Assessment Week |
| | ENGLISH | Grammar Focus <ul style="list-style-type: none"> Nouns, adjectives and verbs Prepositions | | Recounts <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. | | Little Red Riding Hood <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. | | HALF TERM | | Poetry 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. | | Vlad and the Great Fire of London <ul style="list-style-type: none"> 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. | | Writing Outcomes Narrative Alternative endings Character description Describing a setting. | | Writing Outcomes <ul style="list-style-type: none"> Poetry Descriptive writing. | | | | Writing Outcomes <ul style="list-style-type: none"> Recount Diary Entry Instructions Non-Chronological Report Letter Writing | | | | | | | |
| SCIENCE | Uses of Everyday Materials <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 | | | | | | | | | | | | | | | | |
| | Star scientist – Charles Macintosh. | | | | | | | | | | | | | | | | |
| HISTORY | Forces <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 | | | | | | | | | | | | | | | | |
| | Star scientist – Albert Einstein | | | | | | | | | | | | | | | | |
| | Should we still celebrate Bonfire Night/Did the Great Fire make London a better or worse place? <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 | | | | | | | | | | | | | | | | |

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| | <ul style="list-style-type: none"> • 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. |
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| <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. |
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| PE | <p><u>Fundamentals</u></p> <p>Taking part in a range of activities and games, supporting children when developing:</p> <ul style="list-style-type: none"> • Running • Jumping • Throwing • Catching • Kicking • Striking • Coordination. |
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| | <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. |
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| MUSIC | <p>Unit: African Call and Response 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. |
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| | <p>Unit: Orchestral Instruments Theme: Traditional Western Stories</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. |
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| | <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 | <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 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 do and explain what choices they make that are healthy <p><u>British Values</u></p> <ul style="list-style-type: none"> Democracy assembly plus follow-up work <p><u>Awareness Days/Weeks</u> Black History Month Jeans for Genes Week – 18th – 24th September 10th October – World Mental Health Day NSPCC -Speak Out, Stay Safe assemblies and follow-up work</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 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>Remembrance Day Anti-Bullying Week – 13th – 17th November Road Safety Week Christmas Appreciation</p> |
| FRENCH | <p>Les Petites Bêtes (Minibeasts)</p> <ul style="list-style-type: none"> 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. | <p>Les super-héros (Superheroes)</p> <ul style="list-style-type: none"> 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. |
| 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 | <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. |

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- 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.