

## **Maths**

Number: Place value to 100

Count objects to 100, including by making tens

Use a place value chart

Read and write numbers in numerals and words

Represent numbers to 100

Partition numbers to 100 using tens and ones (eg  $37=30+7$ )

Flexibly partition of numbers to 100 (eg  $37=17+20$ )

Using a number line to 100

Estimate numbers on a number line

Order numbers to 100

Compare numbers to 100

Count in 2s, count in 5s, count in 10s

Count in 3s

Addition and subtraction:

Revision of bonds to 10

Revision of addition and subtraction facts within 20

## **Science**

Notice that animals, including humans, have offspring which grow into adults

Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

## **Year 2 Curriculum Overview**

### **Autumn 1**

### **Value: Respect**

**Phonics** *Revision of Year One, plus:*

Reading alternative pronunciations:

**igh** (as in **my**), **ur** (as in **work**)

**s** (as in **princess**) **oo** (as in **you** and **truth**)

**j** (as in **magic**) **g** (as in **magic**) **ur** (as in **learn**)

**k** (as in **school**) **sh** (as in **chef**) **u-l** (as in **little** and **travel**) **u-l** (as in **pencil** and **hospital**)

**j** (as in **bridge** and **large**) **ai** (as in **eight** and

**straight**) **z** (as in **cheese** and **sneeze**) **or** (as in **more** and **your**)

Choose the correct grapheme to spell words containing:

/e/ - e, ea    /ee/ - ee, ea, y, e-e, e

/y-oo/- ue, u-e, ew, u    /ur/ - ur, ir, er

/o/ - o, a    /i/ - i, y    /u/ - u, o, er

- Spell the days of the week correctly
- Using -ed suffix such as: marched launched

## **PSHE**

Hopes and fears for the year.

Rights and responsibilities.

Understanding worries and how to ask for help.

Being part of a safe and fair class.

Rewards and consequences.

Listening to others.

Working cooperatively.

## **English**

Reading:

Application of phonic skills to read familiar and unfamiliar words with increasing fluency,

Encouraging self-correction

Making predictions

Features of fiction and non-fiction texts

Develop pleasure in reading and motivation to

read with daily opportunities to read, story times and weekly visits to the school library.

Class text focus: The Smartest Giant in Town by Julia Donaldson Poetry - reciting and performing poems, exploring rhyme.

Writing:

Write sentences that are linked thematically—real and fictional.

Plan what I am going to write about—verbally and recorded—before I start my writing.

Re-read what I have written to check it makes sense.

Use 'and' correctly in my writing to join clauses.

*Punctuation*—Consolidate using capital letters, full stops, question marks and exclamation marks correctly. Capital letters for 'I', names of people.

*Grammar* – nouns, adjectives, suffixes, past and present tense.

*Handwriting* – based on spelling and phonics patterns.

## **Geography**

Use world maps, atlases and globes to name and locate the 4 countries of the UK and the world's seven continents.

I know what a country is and what a continent is and I can talk about the difference.

## **PE**

### **Invasion Games:**

Ball skills including throwing, catching, kicking, dribbling, hitting and receiving.

Applying these skills within basic games –multi-skills

### **Gymnastics**

Travelling in different ways and perform sequences of movements.

Demonstrate different types of jump from different heights landing safely. Half turn jump, pike jump, star jump.

## **History**

To understand some of the ways in which we find out about the past and identify ways in which it is represented. Know facts about significant people beyond living memory – Florence Nightingale, Mary Seacole, Mary Anning, Alexander Graham Bell.

Identify change and compare different periods of time – how life was different. Florence Nightingale and Mary Seacole – how hospitals and conditions have changed over time and improved.

Know where people and events we learn about fit within a chronological framework.

Begin to order people and events from the past on a timeline using dates.

## **Art and Design**

Know some pictures by artists –Pablo Picasso portraits.

Self-portrait—How to draw a person or living thing with details that are recognisable as the actual object e.g. draw a portrait of a person showing hair texture or freckles – a self-portrait.

Develop use of line, space, shape and form.

Colours that you can't mix are called primary colours.

How to mix shades of colour by adding other colours e.g. bluey green or yellowy green.

(Children to mix and use their own paint when painting portraits)

Use brushes to create work using colour and fine detail.

## **Design Technology**

Know how to wash hands thoroughly without prompting.

Know how to wash up.

Know that different foods are good for different reasons e.g. energy, growth.

Distinguish between plant and animal products.

Evaluate existing products.

Design and make own healthy smoothie.

## **Computing**

Identify and describe examples and uses of Information Technology;

Demonstrate how IT devices work together

Explain why we use IT and suggest when we may need to use it.

I can talk about different rules for using IT and how these rules can help keep me safe

## **RE**

Living by the rules

Prayer – ritual cleansing (Wudu)

Tying the turban

The Torah, giving of the law, the purpose of the commands (Mitzvah)

Jesus' key teaching about the law

The Golden Rule

Shahadah and Salah

## **Music**

Use their voices expressively and creatively by singing songs, chants and rhymes. – Singing. Play tuned/un-tuned instruments musically and use our bodies to make sounds by using knowledge of the beat, tempo, pitch and dynamics.

Listen with concentration and understanding to a range of high-quality live and recorded music. To know the qualities of a good listener.

