

## **Maths:** Addition and subtraction and shape.

**Addition and subtraction** -Revision of number bonds and related facts.

Subtraction– Subtract across 10 (**13-5**), from a multiple of 10 (**50-6**), 10 less, subtract 10s (**40-20**), subtracting a 1-digit number (**23-5**) and 2-digit number from a 2-digit number- not crossing (**65-22**) and crossing 10 (**43-16**)

Addition - 10 more, add 10s, add two 2-digit numbers not across 10 (**23+15**) and across a 10 (**38+24**).

Comparing number sentences, missing number problems and mixed addition and subtraction.

**Shape** – Recognise 2D shapes– count vertices and sides, lines of symmetry, drawing, sorting and making patterns.

Recognise 3D shapes -count faces, edges and vertices, sorting and making patterns.

## **PSHE- Celebrating Difference**

Stereotypes and accepting and celebrating that everyone is different, diversity, standing up for myself and others. Being kind and solving problems.

**RE – Celebrations** – Special times and religious celebrations – Remembrance Day, Sukkot, Christingle. The Christmas Story in Christianity.

**DT** – Explore and evaluate existing products and design and make a healthy smoothie.

**Music** – Singing songs, chants and rhymes. Explore using instruments (glockenspiel) and long and short notes. Exploring beat, tempo and pitch and listening to and appraising music.

**Computing**- Photography, lighting and effects.

**PE-** Dance – (The Great Fire of London) and games – balls skills - throwing, catching, bouncing etc.

## **Year 2 Curriculum Overview**

### **Autumn 2**

#### **Phonics** - Alternative pronunciations:

**sh** as in action, mansion, sugar, pressure, mission, special

**zh-u** as in treasure

**zh** as in collage, television, unusual

**s** as in whistle, scientist

**or** as in dinosaur, caught, thought

#### **History** – The Great Fire of London

Explore a significant historical event (The Great Fire of London) and a significant person (Samuel Pepys) beyond living memory.

Use a range of sources to find out about the past and make simple deductions.

Begin to order events in a historical event – The Great Fire of London.

Identify change over time – how London has changed, how life was different in the past and compare this to present day.

#### **Science- Materials**

Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.

Investigate how materials can be changed by squashing, bending, twisting and stretching.

Working Scientifically – observe closely, perform simple tests, identify and classify and gather and record data to help answer questions.

## **English**

Focus on oracy – using spoken language to articulate ideas, develop understanding and engage with others through speaking, listening and communication.

#### **Reading:**

Application of phonic skills with increasing fluency, making self-corrections. Develop understanding, comprehension and prediction skills.

Explore a range of fiction and non-fiction texts - develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of stories.

Class text focus: Vlad and The Great Fire of London by Kate Cunningham. Non fiction books about The Great Fire of London.

Poetry: Autumn/ Winter poems – reciting poems.

#### **Writing:**

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

Write sentences that are linked thematically—real and fictional and re-read my writing to check it makes sense. Punctuating sentences accurately – capital letters, full stops, question marks. Capital letter for 'I' and proper nouns – people, places etc. Grammar – Nouns, adjectives, suffixes, verbs, past tense.

Sentence types – Commands, statements, exclamations and questions.

*Daily handwriting practise focusing on correct letter formation for capital letters and lowercase and applying this into written work. Correct pencil grip, 'writing' position at tables.*