

Maths

Addition and Subtraction

10 more and 10 less.

Adding and subtracting 1s and 10s.

Addition

Adding a 2-digit and 1-digit number - crossing/ not crossing ten

Adding two 2-digit numbers crossing - crossing/ not crossing ten

Adding three 1-digit numbers

Addition word problems

Subtraction

Subtract a 1-digit number from a 2-digit number

Subtract a 2-digit number from a 2-digit number crossing and not crossing ten.

Money

Count money - pence

Count money - pounds (notes and coins)

Count money - notes and coins

Select money

Compare money

Make the same amount in different ways

Science

Investigating materials.

Think of a simple test to find an answer to a questions. Make predictions. Gather and record data to help answer questions.

Know how the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses is linked to their properties. Carry out experiment to pick a suitable material when designing their own chocolate wrapper and packaging - test different materials for flexibility, absorbency etc.

Year 2 Curriculum Overview

Autumn 2 - Fire and Ice

Geography

Devise simple maps and use and construct basic symbols in a key and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Plan a route on a map - to the shops.

Use fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment- Boldmere.



Design Technology

Know how to wash hands without prompting.

Know how to wash up.

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

Distinguish between plant and animals.

Evaluate existing products.

Design and make a healthy smoothie.

English

Reading

Class novels, poetry (Autumn/Winter), retelling familiar stories (Vlad and the Great Fire of London) and non-fiction books -

The Gunpowder Plot, The Great Fire of London.

Guided reading sessions focusing on developing understanding, comprehension and prediction skills.

Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of stories.

Reciting and retelling familiar stories, fairy stories and traditional tales.

Writing

Retelling stories (Pie Corbett style), composing own ideas and writing adapted stories and texts -Vlad and The Great Fire of London. Diary entries.

Descriptive language - describing settings, use of adjectives.

Poetry - reciting and performing poems, exploring rhyme and creating own fire poems.

Punctuation- Use of capital letters, full stops, question marks and exclamation marks correctly in writing. Using commas in a list and capital letters for proper nouns.

Grammar - nouns, adjectives, suffixes, verbs and adverbs. past and present tense.

Handwriting -starting letters in the correct place, ascenders and descenders.

Spelling - Year 2 spelling rules - one rule as a focus each week - during spelling lessons.

Non-fiction writing - Composing sentences, application of correct grammar and punctuation. Writing about real events from the past - The Gunpowder Plot, The Great Fire of London.

PE

Striking and Fielding Games: Tennis, Cricket & Rugby

Throw objects accurately as part of a small team game. Call receivers name, pass to a team mate. Catch objects as part of a small team game. Move to receive object.

Change direction when travelling using pivoting. Move in different directions safely with speed (forwards, backwards, sidestep) when travelling quickly as part of a game, e.g. tails, stuck in the mud. I can maintain a safe space while working.

Develop enjoyment of games, regardless of the outcome.

Dance

Perform dances using simple movement patterns. Know and perform some common dance moves with others.

Dance units - The Great Fire of London

Music

Use their voices expressively and creatively by singing songs, chants and rhymes. - Charanga Ho Ho Ho

Use their voices expressively and creatively by singing songs, chants and rhymes. - Y2 Singing - Christmas Songs.

To know the qualities of a good listener.

Art and Design

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 to create firework pictures)

Oil pastel is resistant to water-how to create an **oil resist colour wash** to create background colour and colour and detail - background wash for Great Fire of London picture. (orange, red, yellow)

Silhouettes of buildings to go onto background colour.

RE -Celebrations

Recognising special times and religious celebrations - Poppy Day, Eid al-Fitr, Sukkot, Diwali and Christingle. Poppy Day - To begin to understand why people want to commemorate Remembrance Day.

To know that Eid al-Fitr is a Muslim celebration and understand some of the traditions associated with Eid. Sukkot - To learn the story of Sukkot and how religious teachings affect what people do.

PSHCE

Celebrating Difference

Accept that everyone is different.

Include others when working and playing.

Know how to help if someone is being bullied.

Try to solve problems.

Try to use kind words.

Know how to give and receive compliments.

Value: Kindness

History

Know facts about significant people beyond living memory - Samuel Pepys (diary).

Identify change over time - how places have changed, how life was different in the past and compare these periods.

Compare London in 1666 to London today - similarities and differences.

Use maps, artefacts, stories from the past and pictures to find clues about the past - make simple deductions e.g. the bridges across the river and the buildings/roads/what houses are made of have changed.

Begin to order events in a historical story - Great Fire of London.

Computing

To recognise the uses and features of information technology

To identify the uses of information technology in the school

To identify information technology beyond school

To explain how information technology helps us

To explain how to use information technology safely

To recognise that choices are made when using information technology