

St Francis RC Primary School Curriculum Overview and Detail Autumn Term Year 2

Curriculum	Autumn 1	Autumn 2
Creative Learning Project	Towers, Tunnels and Turrets	Street Detectives
Focus	History	Geography/History
Trip/Visitor/Hook	Skipton Castle trip	Field Work - detectives
Writing Focus Focus English	<p>Written Outcomes: Retell of story with added detail</p> <p>Application: Recount</p> <p>Poem based on The Grass House</p> <p>Fact Files/Information text</p> <ul style="list-style-type: none"> ♣ Understand that there are different purposes for writing. ♣ Decide on the purpose of the writing. ♣ Talk about ideas for writing. ♣ Use a modelled or suggested planning format to map out ideas for writing. ♣ Evaluate effectiveness of writing. ♣ Make changes following suggestions or with support. 	<p>Written Outcomes: Narrative based on aliens Space counting poem</p> <p>Application: Recount of events in story</p> <p>Instructions - How to fly to the moon/Rules for visiting the moon</p> <p>Information text on astronaut</p> <ul style="list-style-type: none"> ♣ Understand that there are different purposes for writing. ♣ Talk about ideas for writing. ♣ Use a modelled or suggested planning format to map out ideas for writing. ♣ Annotate plan with key language. ♣ Understand that different language is needed for different types of writing. ♣ Check that sentences follow a sequence that makes sense. ♣ Write sentences checking that they make sense. ♣ Check that sentences start with a capital letter and end with the right end mark for the sentence type. ♣ Understand that writing, particularly non-narrative, needs organising into sections of related ideas. ♣ Begin to group related ideas into sections. ♣ Evaluate effectiveness of writing. ♣ Make changes following suggestions or with support.
Cross curricular Maths Cornerstones	<ul style="list-style-type: none"> ♣ Compare and order lengths, mass, volume/capacity and record the results using (>), (<ul style="list-style-type: none"> ♣ Compare and sequence intervals of time. ♣ Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
Science	Living things and their habitats, use of everyday	Identifying and comparing everyday materials, identifying plants in the

Cornerstones and discrete	<p>materials</p> <ul style="list-style-type: none"> ♣ Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. ♣ Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. ♣ Identify and classify. ♣ Perform simple tests 	<p>local area</p> <ul style="list-style-type: none"> ♣ Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. ♣ Identify and classify.
<p>Working Scientifically across Year 1 and 2</p> <ul style="list-style-type: none"> ♣ asking simple questions and recognising that they can be answered in different ways ♣ observing closely, using simple equipment ♣ performing simple tests ♣ identifying and classifying ♣ using their observations and ideas to suggest answers to questions ♣ gathering and recording data to help in answering questions 		
IT	Coding	ICT Skills
History Cornerstones	<p>Castles and castle life, significant individuals – Isambard Kingdom Brunel</p> <ul style="list-style-type: none"> ♣ Learn about events beyond living memory that are significant nationally or globally. ♣ Learn about the lives of significant individuals in the past who have contributed to national and international achievements. 	<p>Changes within living memory, significant people, places and events in the local area – Gorton Monastery</p> <ul style="list-style-type: none"> ♣ Learn about significant historical events, people and places in their own locality. Hi 1 Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
Geography Cornerstones	<p>Amazing structures around the world, towers and bridges in the local area</p> <ul style="list-style-type: none"> ♣ Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its 	<p>Fieldwork in the local area, human and physical features, using and making maps with keys, looking at aerial images</p> <ul style="list-style-type: none"> ♣ Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

	<p>surrounding environment.</p> <ul style="list-style-type: none"> ♣ Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 	<ul style="list-style-type: none"> ♣ Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map. ♣ Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features ♣ devise a simple map; and use and construct basic symbols in a key.
<p>Locational Knowledge</p> <ul style="list-style-type: none"> ♣ Use maps and globes to locate the UK. Name, locate and identify characteristics of the four countries and capital cities of the UK. ♣ Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. 		
<p>Art and Design Cornerstones</p>	<p>Sculpture using natural materials</p> <ul style="list-style-type: none"> ♣ Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. 	<ul style="list-style-type: none"> ♣ Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. ♣ Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. ♣ Use a range of materials creatively to design and make products.
<p>DT Cornerstones</p>	<p>Making models of towers, bridges and tunnels</p> <ul style="list-style-type: none"> ♣ Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics ♣ Build structures, exploring how they can be made stronger, stiffer and more stable. ♣ Explore and evaluate a range of existing products. ♣ Design purposeful, functional, appealing products for themselves and other users based on design criteria. ♣ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. ♣ Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, 	<ul style="list-style-type: none"> ♣ Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics ♣ Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing). ♣ Design purposeful, functional, appealing products for themselves and other users based on design criteria.

	shaping, joining and finishing). ♣ Evaluate their ideas and products against design criteria.	
Music Cornerstones Charanga		
PHSCE Cornerstones	Dilemmas ♣ Consider social and moral dilemmas that they come across in everyday life (e.g. aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues).	Belonging to a community, improving the local area ♣ Recognise that they belong to various groups and communities, such as family and school. ♣ Know what improves and harms their local, natural and built environments and about some of the ways people look after them
Maths Focus Maths	♣ Number and place value ♣ Measures Addition and subtraction ♣ Length & mass/weight ♣ Geometry 2D & 3D shape	♣ Statistics ♣ Fractions ♣ Measures Money and Time ♣ Consolidate and Assess
English: Reading Class novel Focus English	Wild by Emily Hughes The Little Gardener by Emily Hughes Non-fiction texts about identified animals and habitats ♣ Retell stories with the key events in the correct sequence. ♣ Recognise key ideas in a text. ♣ Recognise that a writer can have a message for the reader. ♣ Explain a writer's message. ♣ Make predictions about possible events. ♣ Make predictions about how characters might behave. ♣ Know what inference - "reading between the lines" - means.	Core Text: Man on the Moon by Simon Bartram One Giant leap by Don Brown ♣ Retell stories with the key events in the correct sequence. ♣ Retell a story with the key events and the characters. ♣ Make predictions about possible events and characters' behaviour. ♣ Know what inference - "reading between the lines" - means. ♣ Find and explain inferences about characters' feelings and thoughts. ♣ Give reasons for characters' actions or behaviour. ♣ Know that books and stories are set in different places and times. ♣ Find the setting or time in books or stories. ♣ Discuss the setting or time in books. ♣ Ask questions to clarify understanding. ♣ Find and discuss the setting or time in books or stories. ♣ Know how to and find information in a non-fiction book.

	<ul style="list-style-type: none"> ♣ Find inferences about characters' feelings and thoughts. ♣ Explain inferences about characters' feelings and thoughts. ♣ Give reasons for characters' actions or behaviour. 	
Phonics/Spelling/Grammar Letters and Sounds - Phonics Play Focus English	<p>Phonics Phase 6</p> <ul style="list-style-type: none"> ♣ Know what a sentence is and that it makes sense on its own. ♣ Know that a sentence (clause) needs a verb. ♣ Know that two sentences (clauses) can be joined together to add information. ♣ Know that sentences (clauses) can be joined in different ways. ♣ Find sentences (clauses) joined by and, but, or (yet,, so, for, nor) in reading. ♣ Know that these words are called conjunctions. ♣ Choose precise nouns to use in writing. ♣ Recognise that an adjective gives more information about a noun. ♣ Find adjectives in reading and in own writing and talk about their effectiveness. ♣ Choose effective adjectives to use in own writing. 	<p>Phonics Phase 6</p> <ul style="list-style-type: none"> ♣ Know that sentences have different functions. ♣ Find different sentence types in reading. ♣ Identify the punctuation needed for different sentence types. ♣ Notice that a command sentence needs the same punctuation as a statement sentence. ♣ Notice that a command sentence starts with a verb. ♣ Notice that question sentences can start in different ways. ♣ Recognise that a noun phrase can be expanded by an adjective. ♣ Choose effective adjectives to expand nouns and select the most effective. ♣ Use noun phrases in own writing to add detail. ♣ Use the past and present tense in own writing appropriately. ♣ Know that an apostrophe can indicate ownership. ♣ Orally rehearse examples of singular possession. ♣ Write sentences using rehearsed examples.
Speaking and Listening Focus English	<ul style="list-style-type: none"> ♣ Give an opinion with a reason. ♣ Listen to others' opinions. ♣ Use Standard English to give an opinion. ♣ Recite/perform own compositions. 	<ul style="list-style-type: none"> ♣ Give an opinion with a reason. ♣ Listen to others' opinions. ♣ Use Standard English to give an opinion. ♣ Recite/perform own compositions.
RE The Way, the Truth and the Life		

