



# St. Joseph's Curriculum Overview (Cycle B) Year 2: Autumn 1



## Autumn One Theme – Bright Lights. Big City

This project teaches children about the physical and human characteristics of the United Kingdom, including a detailed exploration of the characteristics and features of the capital city, London. We will also travel back in time as historians to learn about The Great Fire of London.

- What was so 'Great' about The Great Fire of London?
- Where is London and does it look like Chorley?
- Can a robot really help me?
- How does music help us to make friends?

### Core Subjects

#### READING

We will develop a love of reading through the shared reading of quality texts. We will develop our independent reading skills through phonic lessons and one to one reading.

- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately.
- Re-read books to build up fluency and confidence in word reading.
- Read frequently encountered words, including high frequency words linked to phonics phase, quickly and accurately without overt sounding and blending.
- Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes, e.g. ow in clown and willow.
- Read words containing common suffixes e.g. -ing, -ed, -er, -est, -y.
- Read further common exception words, noting tricky parts (see Year 2 list below).
- Sequence the main events in stories using prompts, e.g. pictures, objects or questions. Discuss in a small group.
- Orally retell simple stories, fairy tales and traditional tales as part of a group.
- Recognise the use of repetitive language within a simple story.
- Learn and recite a poem.
- Make personal reading choices and provide recommendations to others.
- Choose favourite words and phrases from a text.
- Identify unfamiliar words within the context of a text and discuss meanings as a group.

#### WRITING

In our first narrative unit we will be reading The New Neighbours We will use 'Talk for Writing' to learn a version off by heart and retell it using a story map. We will then write an independent innovated version of the story and show off the writing skills we have learnt.

- Say, write and punctuate simple and compound sentences using the joining words and and but (co-ordination).
- Use sentences with different forms: questions and exclamations.
- Secure the use of full stops, capital letters, exclamation marks and question marks.
- Use subordination for time using when e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play.
- Use subordination for reason using because e.g. He wore his coat because it was raining. Because it was raining, he wore his coat.
- Use the subordinating conjunction that in oral sentences using starter prompts, e.g. I hope that ...; My teacher told me that...; He said that...
- Identify, understand and select verbs to complete sentences.
- Use past tense accurately and consistently for narratives, recounts and historical reports.
- Identify, understand and select nouns to complete sentences.
- Generate, select and effectively use adjectives.
- Discuss and plan what to write about e.g. story mapping, innovating on a known story, generating and developing vocabulary and ideas.
- Orally rehearse each sentence prior to writing including simple and compound sentences.

#### COMPUTING

##### My Robot Helper

This project is in two parts. Firstly pupils focus on designing a 'Robot Helper' to complete any chores they or friends might have to do around the house! They will write the algorithms for these robots. When pupils come to the 'Apply' stage, they will test their algorithms and create simple programs in Scratch to be the 'voice of their robots'.

- Computational thinking
- I can write algorithms for everyday tasks
  - I can use logical reasoning to predict the outcome of algorithms
  - I understand decomposition is breaking objects/processes down
  - I can debug algorithms
- Coding/Programming
- I understand programs follow precise instructions
  - I can create programs using different digital devices E.g. Bee Bot or ScratchJr on a tablet
  - I can debug programs of increasing complexity
  - I can use logical reasoning to predict the outcome of simple programs

<ul style="list-style-type: none"> <li>• Take note of punctuation when reading e.g. pausing at full stops, question marks and exclamation marks.</li> <li>• Pose and orally rehearse questions prior to reading non-fiction texts.</li> <li>• Recognise when a text does not make sense while reading.</li> <li>• Demonstrate understanding of fiction and non-fiction texts by orally asking and answering who, what, where, when, why, how questions.</li> <li>• Discuss their understanding of a text and give opinions e.g. I wouldn't like to live next door to those noisy pirates!</li> <li>• Develop and demonstrate their understanding of characters through role play and drama, e.g. hot seating, magic mirror, magic microphone.</li> <li>• Draw inferences about characters from the text e.g. what is the character thinking, saying and feeling?</li> <li>• Make predictions based on what has been read so far and give reasons.</li> <li>• Identify how specific information is organised within a non-fiction text e.g. sub-headings, contents, bullet points, glossary, diagrams.</li> <li>• Make contributions to discussions about texts in different group situations, e.g. pairs, guided groups.</li> <li>• In discussions about books, listen to contributions from others and give simple responses, e.g. I agree because..., I disagree because...</li> </ul>	<ul style="list-style-type: none"> <li>• Identify purpose and audience for writing, e.g. to entertain children in Reception with our traditional tales. Discuss the language needed, e.g. story book language; repeated words and phrases to join in with.</li> <li>• Proofread to check for errors in spelling, grammar and punctuation.</li> </ul>	
<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Inference, retrieve, deduction, vocabulary, skim, scan, author, non-fiction fiction,</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Noun-phrase, noun, verb, adjective, bossy verb, joining word, time word, full stop, comma, exclamation mark, question mark, full sentence, opening, middle, end, introduction, subheading, title, bullet point,</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Design, apply, refine, evaluate, share, logic, algorithm, debug</p>
<p style="text-align: center;">Help me at Home by:</p> <p style="text-align: center;">Listening to me read every night.</p> <p style="text-align: center;">Read me a bedtime story.</p>	<p style="text-align: center;">Help me at Home by:</p> <p style="text-align: center;">Encourage me to go on Spelling Shed to learn my spellings. When I write remind me to park my pencil and check what I have written.</p>	<p style="text-align: center;">Help me at Home by:</p> <p style="text-align: center;">Reinforcing how to be a responsible user and creator whilst online</p>
<p style="text-align: center;"><u>MATHS</u></p> <p>Our main focus of maths this half term is securing the place value of numbers to 100. We will also be learning the different methods for addition and subtraction.</p> <ul style="list-style-type: none"> <li>• Count forwards and backwards within 20</li> <li>• Tens and ones within 20</li> <li>• Count forwards and backwards within 50</li> <li>• Tens and ones within 50</li> <li>• Count objects to 100 and read and write numbers in numerals and words</li> </ul>	<p style="text-align: center;"><u>SCIENCE</u></p> <p style="text-align: center;"><u>Animal survival and growth.</u></p> <p>As scientists the children will notice that animals have offspring which grow into adults and find out about and describe the basic needs of animals for survival (water, food and air). We will also be improving our scientific enquiry by:</p> <ul style="list-style-type: none"> <li>• To observe, through video or first-hand observation and measurement, how different animals grow</li> </ul>	<p style="text-align: center;"><u>RE</u></p> <p>Beginnings– This topic explores new beginnings and how God is there at every new beginning.</p> <p>Signs and Symbols– In this topic we learn about the sacrament of Baptism and the important signs and symbols used.</p> <p>Can <b>ask and respond</b> to questions about their own and others' experiences about new beginnings.</p>

<ul style="list-style-type: none"> <li>• Represent numbers to 100</li> <li>• Tens and ones with a part-whole model</li> <li>• Tens and ones using addition</li> <li>• Use a place value chart</li> <li>• Compare objects</li> <li>• Compare numbers</li> <li>• Order objects and numbers</li> <li>• Count in 2s</li> <li>• Count in 5s</li> <li>• Count in 10s</li> <li>• Count in 3s</li> </ul> <p>Addition and subtraction</p> <ul style="list-style-type: none"> <li>• Fact families –addition and subtraction bonds to 20</li> <li>• Check calculations</li> <li>• Compare number sentences</li> <li>• Related facts</li> <li>• Bonds to 100 (tens)</li> <li>• Add and subtract 1</li> <li>• 10 more 10 less</li> <li>• Add and subtract 10s</li> <li>• Add by making 10</li> <li>• Add a 2-digit and 1-digit number-crossing ten</li> <li>• Subtraction crossing 10</li> <li>• Subtract a 1 digit number from a 2-digit number crossing ten</li> <li>• Add two 2-digit numbers – not crossing ten add ones and add tens</li> <li>• Add two 2-digit numbers – crossing ten add ones and add tens</li> <li>• Subtract a two 2-digit numbers – not crossing ten Subtract a two 2-digit numbers – crossing ten subtract ones and tens</li> <li>• Find and make number bonds</li> <li>• Bonds to 100 (tens and ones)</li> <li>• Add three 1 digit numbers</li> </ul>	<ul style="list-style-type: none"> <li>• To ask questions about what things animals need for survival suggesting ways to find answers to their questions.</li> <li>• To describe the main changes as young animal offspring grow into adults (at least: between egg and adult bird; between egg and adult insect; between baby and adult mammal)</li> <li>•</li> </ul>	<p><b>Can ask questions</b> about what they and others wonder about the reasons for some beginnings being easy and others difficult and realise that some questions are difficult to answer.</p> <p>Can <b>retell</b> the story of Creation as a religious story or some phrases from the psalms.</p> <p>Can <b>describe</b> and use some religious words and phrases about types of prayer.</p> <p>Can <b>describe</b> that people are kind and loving because God made them.</p> <p>Can <b>ask questions</b> about what they wonder about the beauty around them and God creating the world.</p> <p><b>Can recognise</b> the signs and symbols used in baptism.</p> <p>Can <b>use</b> some religious words and phrases used in the Sacrament of Baptism.</p> <p>Can <b>recognise</b> that Christians act in a particular way because they are members of the Church family.</p> <p><b>Can describe</b> some actions and symbols used in baptism.</p> <p>Can <b>describe</b> some ways in which Christians live as followers of the Light of Christ.</p>
<p style="text-align: center;">Key Vocabulary</p> <p>number, count (on, back, to, from), more (than), less (than), fewer, greater, most, least, units, ones, tens, hundreds, exchange, digit, place, place value, represents, partition, equal to, estimate, guess, roughly, about the same as, round, exact(ly), multiple of, sequence, continue, predict, rule</p> <p>+, add, addition, more, plus, make, sum, total, altogether, -, subtract, subtraction, take (away), minus, leave, how many left (over)?, difference, inverse, units, ones, tens, hundreds, place, place value, partition, exchange, represents, equal, equal to, makes, is the same as</p>	<p style="text-align: center;">Key Vocabulary</p> <p>observing, measuring, asking questions, describing, offspring, survival, insect, adult, young, mammal</p>	<p style="text-align: center;">Key Vocabulary</p> <p>beginning, new start, family, friend, creation, psalm, litany garment, Easter candle, font, chrism, Good News sign, symbols</p>

<p>Help me at Home by:</p> <p>Counting to 100 and back from any number crossing the tens barriers.</p> <p>Complete any work set on SeeSaw</p> <p>Spend time on Hit the Button to become fluent with number bonds.</p>	<p>Help me at Home by:</p> <p>Taking me for a walk in the fields, parks, along the canals and talk to me about adult animals and their young.</p>	<p>Help me at Home by:</p> <p>Being a good example of treating others how they should be treated.</p>
<b>Foundation Subjects</b>		
<p style="text-align: center;"><u>PHSE</u></p> <p style="text-align: center;">How do we recognise our feelings?</p> <p>We will be learning to identify how we are feeling, why we are feeling like that and how we can respond and make sense of our feelings.</p> <ul style="list-style-type: none"> <li>• how to recognise, name and describe a range of feelings</li> <li>• what helps them to feel good, or better if not feeling good</li> <li>• how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</li> <li>• how feelings can affect people in their bodies and their behaviour</li> <li>• ways to manage big feelings and the importance of sharing their feelings with someone they trust how to recognise when they might need help with feelings and how to ask for help when they need it</li> </ul>	<p style="text-align: center;"><u>HISTORY</u></p> <p>As historians we will look at a significant event in the past, The Great Fire Of London. We will look at different sources of historical information to say when, why and what happened.</p> <ul style="list-style-type: none"> <li>• To recognise the distinction between past and present in their own and others' lives.</li> <li>• To place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months).</li> <li>• To identify some similarities and differences between ways of life in different periods.</li> <li>• To know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...).</li> <li>• To recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied.</li> <li>• To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing).</li> <li>• To ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources.</li> </ul> <p>To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories).</p>	<p style="text-align: center;"><u>GEOGRAPHY</u></p> <p>As geographers we will learn about the 4 countries in the United Kingdom and their capitals. We will focus in particular on our capital city, London, its landmarks, and how it differs to Chorley.</p> <ul style="list-style-type: none"> <li>• To use a range of maps and globes (including picture maps) at different scales.</li> <li>• To know that maps give information about places in the world (where/what?).</li> <li>• To locate land and sea on maps.</li> <li>• To recognise landmarks and basic human features on maps and aerial photos e.g. buildings, roads and fields.</li> <li>• To draw a simple map e.g. of a garden, route map, place in a story.</li> <li>• To use and construct basic symbols in a map key and know that symbols mean something on maps.</li> <li>• To ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'</li> <li>• To speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.</li> <li>• To do simple searches within specific geographic software.</li> <li>• To use a postcode to find a place on a digital map.</li> <li>• To add simple labels to a digital map.</li> <li>• To use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen.</li> </ul>
<p style="text-align: center;">Key Vocabulary</p> <p>Sad, happy, frustrated, annoyed, angry, calm,</p>	<p style="text-align: center;">Key Vocabulary</p> <p>Past, present, chronological order, source of information, diary, then, now,</p>	<p style="text-align: center;">Key Vocabulary</p> <p>Map, globe, scale, landmark, aerial view, symbol, postcode, city, town, village, factory, farm, house, office, port, harbour and shop</p>
<p style="text-align: center;">Help me at Home by</p> <p>Talk to me when I am happy, sad, frustrated and help me understand why I am feeling this way.</p>	<p style="text-align: center;">Help me at Home by</p> <p>Playing The Great Fire of London game</p> <p>Make a house from 1666</p>	<p style="text-align: center;">Help me at Home by</p> <p>Looking at an Atlas with me and talking about the different places around the world</p>

<p style="text-align: center;"><u>PE</u></p> <p>Dance</p> <ul style="list-style-type: none"> <li>Select appropriate movements and body shapes to communicate ideas.</li> <li>Perform a dance sequence using some expressive qualities</li> <li>Explore body shapes and movements within a dance sequence</li> <li>Create and perform a simple dance sequence</li> </ul> <p>Net/Wall I can</p> <ul style="list-style-type: none"> <li>Throw a ball underarm to a partner with accuracy</li> <li>Catch a ball</li> <li>Side gallop</li> <li>Hold a bat correctly</li> <li>Strike a ball to a partner using a drop feed</li> <li>Throw a ball over a barrier or line to score a point</li> <li>Strike a ball using a bat as a target</li> <li>Use a simple tactic when playing a game</li> </ul>	<p style="text-align: center;"><u>MUSIC</u></p> <p style="text-align: center;">How Does Music Help Us to Make Friends?</p> <ul style="list-style-type: none"> <li>Identify the high notes and low notes in a melody</li> <li>Join in part of a melody</li> <li>Watch and follow a steady beat</li> <li>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat</li> <li>Identify loud sections of music and quiet sections of music. Discuss what makes the music loud and quiet</li> <li>Know the difference between a speaking voice and a singing voice</li> <li>Join in with a repeated section of a song: the chorus, the response Join in with the main tune when it is repeated</li> <li>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation and with confidence</li> </ul>	<p style="text-align: center;"><u>Art</u></p> <p>We will look at the works of the artist Jackson Pollock and produce a piece of work in his style.</p> <ul style="list-style-type: none"> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of making a painting from shades</li> <li>To create a drip painting using shades I have mixed.</li> <li>To learn about the work of a range of artists in the context of Jackson Pollock.</li> <li>To talk about the artist Jackson Pollock.</li> </ul>
<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Hit, catch, strike, barrier, tactic, perform, movement, shape</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Pitch, tempo, timbre, structure, pulse, pitch, rhythm</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Neutral colours, shades, Jackson Pollock, drip, mix, texture, line, shape</p>
<p style="text-align: center;">Help me at Home by:</p> <p style="text-align: center;">Keep me active and feed me a balanced diet.</p>	<p style="text-align: center;">Help me at Home by:</p> <p style="text-align: center;">Listening to the radio and introducing me to different styles of music.</p>	<p style="text-align: center;">Help me at Home by:</p> <p style="text-align: center;">Allowing me to express myself through drawing, painting and sculpture</p>
<p style="text-align: center;">Visitors, Visits and Outdoor Learning within the theme:</p> <p style="text-align: center;">Fire fighters and fire safety</p> <p style="text-align: center;">We will be exploring the bright lights of Chorley looking at it's famous landmarks (yes this may include AJ's)</p>		