

## Year 2 Curriculum Overview Autumn Term

### ENGLISH

#### Writing:

- To use adjectives to describe the Bog Baby.
- To apply knowledge of adjectives to describe a setting.
- To retell their own version of the bog Baby.
- To use drama to understand the thoughts, feelings and motives. To use the film clip called The Monty the Penguin from the Literacy Shed as stimulus.
- To write a persuasive letter.
- To read, write and follow instructions to make a Christmas decoration.

#### Spellings and phonics:

- usage of ou/or/ey/are/ear/tion/sion.
- To spell words which contain the ear sound / ear/are for air sound, silent letters; silent h, silent c.
- To introduce ti spelling for the sh sound, si for sh/zh sound.
- To spell alternative spellings of the ai sound: ei/eigh words, the o for the u sound.
- To introduce the ture spelling.

#### Grammar:

- Developing knowledge of plurals.
- Learning to use a thesaurus.
- Revising proofreading skills.
- Prefixes: 'un' and 'dis' (e.g. unhappy, disagree).
- Apostrophe 's' to show possession (e.g. Anna's apple).
- Introduction to contractions (e.g. isn't, wasn't, don't, couldn't).
- Developing an understanding of prepositions (e.g. around, behind, to, in).
- Homophones (e.g. hour and our, week and weak).
- Revision of prefixes and introducing suffixes.

#### Comprehension:

- Learning about language play (e.g. tongue twisters), characterisation, oral retelling and story settings.
- Make predictions about events in a story.
- To summarise a plot and make links between events.
- Answer questions and explain opinions about story characters and aspects of poetry.
- Compare story settings and characters.
- To compare stories by the same author.
- To match words to their definitions.

### Handwriting:

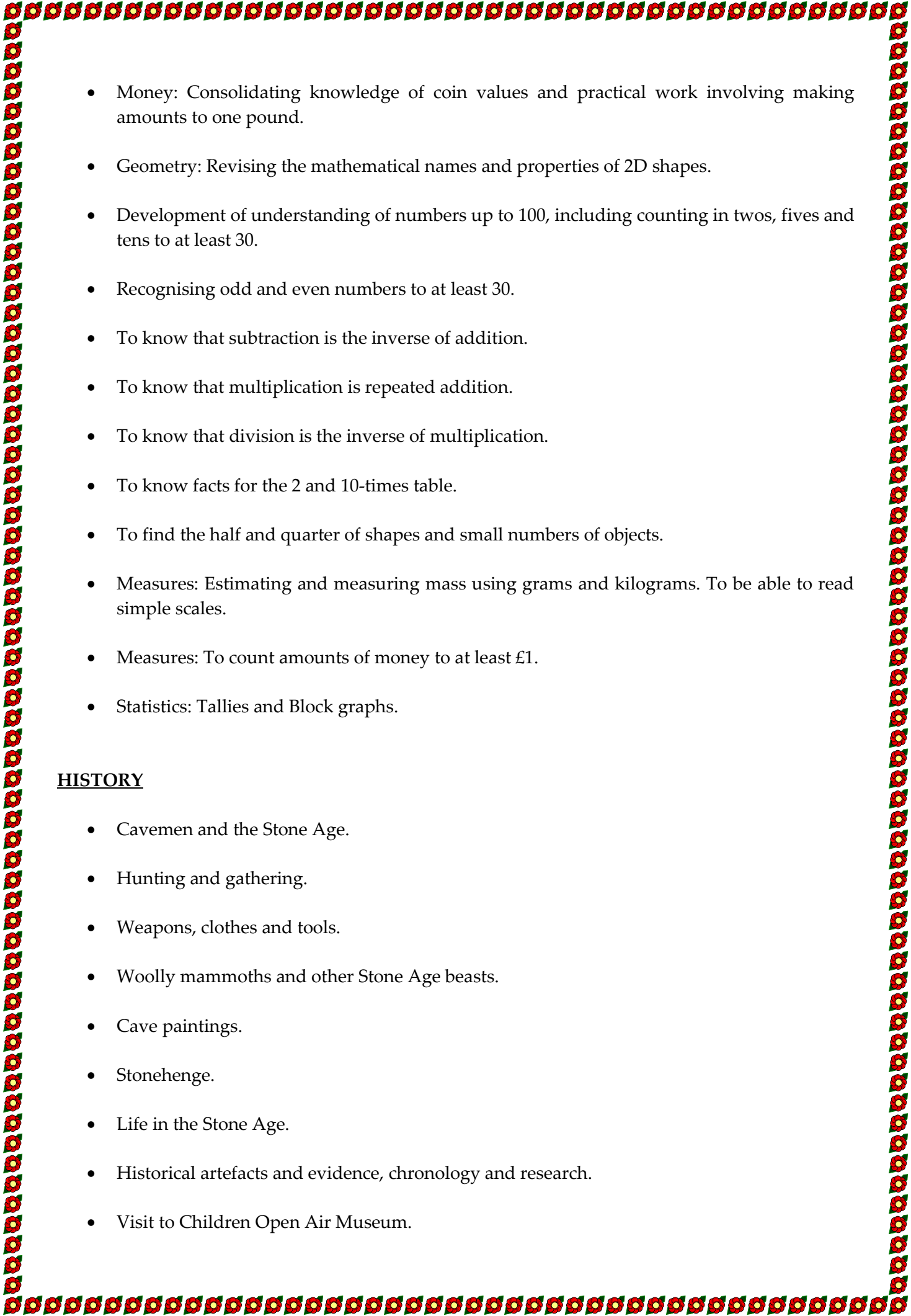
- Using phonic sounds to develop joined Reddiford script.

### Speaking and Listening:

- To take turns to speak, listen to each other's suggestions and talk about what they are going to contribute.
- To use drama visualisation techniques.
- To perform a poem for Harvest Festival.
- To take turns to speak in a clear and audible voice.
- To ask and answer questions, make relevant contributions, offer suggestions and take turns. To make relevant contributions, offer suggestions and take turns.
- To use expression and intonation in their voice.
- To project their voice clearly.

## MATHEMATICS

- Counting and properties of number e.g. counting on and back in ones or tens from any two-digit number. To be able to say the number one/ten more and one/ten less.
- To be able to estimate numbers on a given number line.
- Reading, writing and representing numbers to at least one hundred in digits, words and pictures.
- Developing an appreciation of place value i.e. what each place represents in a two-digit number.
- Extending understanding of addition and subtraction operations and the related mathematical vocabulary e.g. + can be called 'plus', 'add', 'more than', 'total' (etc) and - can be called 'minus', 'less than', 'the difference between', 'counting back', 'subtract' and so on.
- Reinforcing number bonds to 20 and beyond. Using the adding strategy of adding 10 and adjusting by 1 for adding or subtracting 9, 19 and 1, 11.
- Mental Arithmetic: Daily oral/mental starters to improve mental maths skills.
- Weekly tests to check understanding of maths vocabulary and general numeracy skills.

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- Money: Consolidating knowledge of coin values and practical work involving making amounts to one pound.
  - Geometry: Revising the mathematical names and properties of 2D shapes.
  - Development of understanding of numbers up to 100, including counting in twos, fives and tens to at least 30.
  - Recognising odd and even numbers to at least 30.
  - To know that subtraction is the inverse of addition.
  - To know that multiplication is repeated addition.
  - To know that division is the inverse of multiplication.
  - To know facts for the 2 and 10-times table.
  - To find the half and quarter of shapes and small numbers of objects.
  - Measures: Estimating and measuring mass using grams and kilograms. To be able to read simple scales.
  - Measures: To count amounts of money to at least £1.
  - Statistics: Tallies and Block graphs.

## HISTORY

- Cavemen and the Stone Age.
- Hunting and gathering.
- Weapons, clothes and tools.
- Woolly mammoths and other Stone Age beasts.
- Cave paintings.
- Stonehenge.
- Life in the Stone Age.
- Historical artefacts and evidence, chronology and research.
- Visit to Children Open Air Museum.

## GEOGRAPHY

Mapping skills:

- Learning to read a map using a key and grid.
- Use and read grid references.
- Locating places of interest on a map of Pinner
- To understand the terms birds eye and planned view.

Plans:

- Learning to look from above e.g. making a plan of the classroom.

## SCIENCE

Health and Growth:

- Looking at what human babies need to stay healthy and grow.
- Understanding that food can be classified into different groups and that some foods are healthier than others.
- Discussing the effect of unhealthy food and lack of exercise on the human body.
- Defining healthy food and drink for breakfast, lunch and dinner, using this knowledge to design a healthy lunch.
- To describe the importance for humans of exercise, by finding out why humans need to exercise.
- The Life Cycle of a frog.
- To know that people who are ill take medicines to help them.
- To understand that medicines are drugs, not foods and can be dangerous.

Grouping and Changing Materials:

- To compare the suitability of different everyday materials.
- To know that there are manmade and natural materials.
- Observing the changes that Forces, Heating and Cooling make to some materials.
- To explain the process of recycling.
- To know about the inventor John McAdam

## SPANISH

- Basic Greetings: Good morning! – Hi! – My name is... - How are you? I'm well; I'm not well; So-so - Goodbye – See you later.
- Numbers 1-10
- 10 Colours.

## RE

- Sharing, Harvest, Celebrating Milestones; Buddhism, Hinduism, Judaism, Islam, Sikhism, Christianity - A reflection.

## PE

- The children improve and apply their ball skills, working with smaller balls over longer distances. They practice throwing to hit a target and learn how to bowl overarm. They play games that demand simple choices and decisions on how to use space to avoid opponents and to intercept a thrown ball.
- The children focus on increasing and improving their range of basic gymnastic skills and mastering a number of specific skills, and executing these with precision and control, improving their strength and agility. In gymnastics as a whole, children use skills and agility individually, in combination and in sequence.

## Swimming:

- The children work on increasing the distances that they can travel through water on their front and back, and aim to do so with as much independence as appropriate for them.
- They improve their water confidence through a range of skills such as jumping, floating, rolling, submersion and gliding.

## Music and Movement:

- To use movement imaginatively, responding to stimuli and performing basic skills (travelling, being still, jumping, turning and gestures).
- Performance by 'Perform Dance'.

## MUSIC

- Harvest Songs.
- Basic skills using instruments.
- Developing pitch and rhythm.

- Using voices and body movements. Developing control of pitch.
- Preparation of songs for the Christmas concert.

## **ART & DESIGN TECHNOLOGY**

Common drawing task:

- Self-portrait

Self-portrait:

- In oils

Design a healthy lunch

Studying artists who draw/paint food

Line making:

- Giving the feeling of movement

Sewing:

- Making a hand puppet, learning how to thread a needle, cast on and off and do an over stitch

Seasonal work:

- Card
- Calendar
- Decoration

## **PSHE**

Rule of Law (Fundamental British Values)

- To identify the need for rules in home, school and in the community.
- To understand right from wrong, and the consequences of our behaviour.

Safety on the Internet. (Personal wellbeing)

- Learning Safe Thinking Rules. Who can we trust?

NSPCC Talking Pants- Personal space and boundaries.



### Fire safety

- Fireworks, how to stay safe when fireworks are being used and fancy-dress costumes are being worn.
- In the home- what to do if they catch fire- 'Stop, Drop, Roll'.

### Basic First Aid- minor injuries.

### The world of medicines- Personal wellbeing-

- Definition as to what medicines are, how they benefit us and why they can be harmful.
- Effects of medicines on the body
- The differences between feeling ill and well.
- Feeling good without taking medicines
- Injections- learning about them.

### Mental well Being-

- How to recognise and talk about their emotions
- How to cope if they are feeling down
- Who to talk to for advice and help.
- How can I feel good about myself?

### Healthy Eating (Personal wellbeing)

- What does healthy eating mean to me? When and where do we eat?
- Making informed choices – encouraging a positive approach to eating healthily.
- Special days- to discuss special occasions that are linked to food.

### Healthy Lifestyles (Personal wellbeing)

- Making informed choices
- What makes a healthy lifestyle?
- What do I do to keep myself healthy?
- How healthy has my day or week been?
- What makes a place healthy or unhealthy?
- Learning simple techniques to stay healthy

### ICT

- Internet Safety, to include:

*To consolidate and discuss Smart Rules.*

*To realise everyone online is not necessarily trustworthy.*

*To be a friend online and realise the effect of their actions could have on others.*

*Respectful behaviour.*

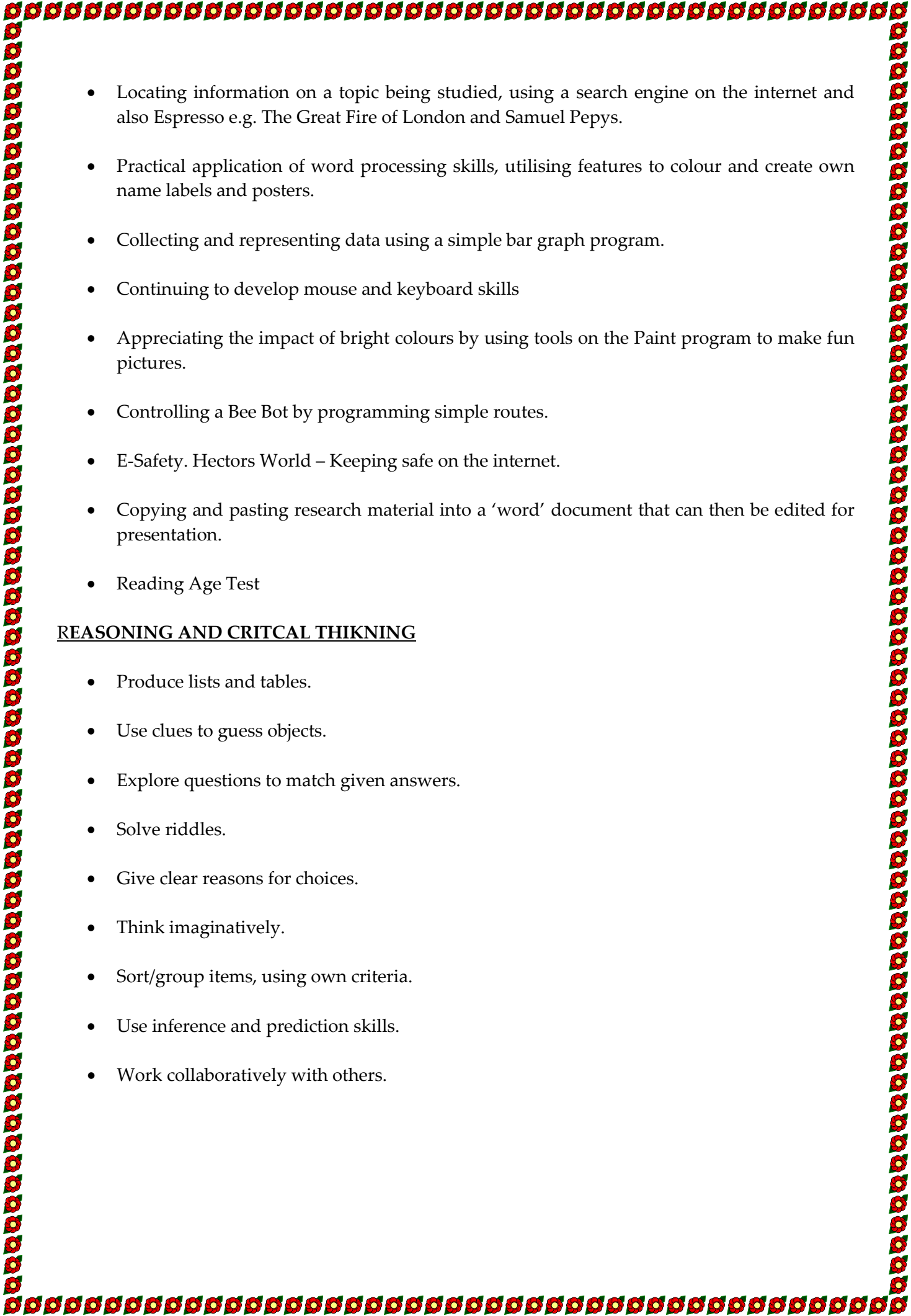
*Keeping personal information safe*

*Privacy.*

*Online relationships and physical and mental wellbeing.*

*To understand how to report any concerns they may have.*

*Where to get help with online issues.*

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- Locating information on a topic being studied, using a search engine on the internet and also Espresso e.g. The Great Fire of London and Samuel Pepys.
  - Practical application of word processing skills, utilising features to colour and create own name labels and posters.
  - Collecting and representing data using a simple bar graph program.
  - Continuing to develop mouse and keyboard skills
  - Appreciating the impact of bright colours by using tools on the Paint program to make fun pictures.
  - Controlling a Bee Bot by programming simple routes.
  - E-Safety. Hectors World – Keeping safe on the internet.
  - Copying and pasting research material into a ‘word’ document that can then be edited for presentation.
  - Reading Age Test

#### REASONING AND CRITICAL THINKING

- Produce lists and tables.
- Use clues to guess objects.
- Explore questions to match given answers.
- Solve riddles.
- Give clear reasons for choices.
- Think imaginatively.
- Sort/group items, using own criteria.
- Use inference and prediction skills.
- Work collaboratively with others.



## WELLBEING

- To understand the meaning of Mindfulness.
- To know that it is important to ask questions.
- To learn to listen to and respect the interests and opinions of others.
- To practise thinking outside the box.
- To think about characteristics of ourselves and others.
- To give reasons for our opinions.
- To practise agreeing and disagreeing in a healthy and respectful manner.
- To understand and explore affirmations
- To begin an enquiry.
- To know that we all have different interests, ideas and perceptions.
- To agree or disagree to different extents
- To explore and respect differences in others.
- To know how to set an intention.