



YEAR 2 CURRICULUM PLAN

Autumn Term 2023

This term Year 2 children will be learning about:

	AUTUMN 1 – We Love Stories	AUTUMN 2 – Monsters
ENGLISH	<ul style="list-style-type: none"> • Texts: The Colour Monster & Traditional Tales – Rapunzel (Alternative Stories) • Poetry linked to Harvest • Writing outcomes include: <ul style="list-style-type: none"> ○ Shared Writing ○ Character description ○ Writing in role ○ Explanatory writing ○ Bookmaking • Using correct punctuation • Spelling all Year 1 Common Exception words correctly in writing • Forming all lower and upper case letters correctly 	<ul style="list-style-type: none"> • Reading and analysing two Power of Reading texts that we are keeping as a surprise! • Writing outcomes include: <ul style="list-style-type: none"> ○ Response to an illustration ○ Thought Bubbles ○ Questions and suggestions ○ Diary entry ○ Story writing ○ Christmas poems • Using correct punctuation including question marks • Use a range of conjunctions like ‘and’ ‘or’ and ‘but’ • Spelling some Year 2 Common Exception Words
MATHS	<ul style="list-style-type: none"> • Place Value including: <ul style="list-style-type: none"> ○ Counting to 100 ○ Recognising tens and ones ○ Using a place value chart ○ Partitioning numbers to 100 ○ Counting in 10s ○ Using the 100 chart • Addition and Subtraction including: <ul style="list-style-type: none"> ○ Number bonds and fact families ○ Adding and subtracting 1 or 10 to/ from any number ○ Adding three 1-digit numbers ○ Add and subtract to the next 10 and crossing 10s ○ Adding and subtracting a 1-digit number to a 2-digit number 	<ul style="list-style-type: none"> • Addition and Subtraction <ul style="list-style-type: none"> ○ Adding two 2-digit numbers (not crossing, then crossing 10s) ○ Subtracting two 2-digit numbers (not crossing, then crossing 10s) ○ Problem solving • Shape <ul style="list-style-type: none"> ○ Recognising 2D and 3D shapes ○ Count sides and vertices of 2D shapes ○ Identify lines of symmetry in 2D shapes ○ Count faces, edges and vertices of 3D shapes ○ Sort 3D shapes ○ Make patterns with shapes



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SCIENCE	<ul style="list-style-type: none"> • Understand that animals, including humans, have offspring which grow into adults and use the vocabulary reproduce • Describe the basic needs of animals, including humans, for survival (water, food and air) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	<ul style="list-style-type: none"> • Properties Of Materials <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 ○ describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching ○ know that squashing, bending, twisting and stretching are examples of forces • Test and evaluate materials <ul style="list-style-type: none"> ○ perform simple tests ○ use observations and ideas to suggest answers to questions ○ gather and record data to help in answering questions
GEOGRAPHY	<ul style="list-style-type: none"> • Recap on the UK (countries, capitals and surrounding seas) and the countries where members of the class come from 	<ul style="list-style-type: none"> • Devise a simple map; and use and construct basic symbols in a key when studying their school and surrounding areas. • Use simple fieldwork in the local area/close proximity to the school e.g. the road, park, river and shops. • Identify human and physical features
HISTORY	<p>Black History Month – Nelson Mandela</p> <ul style="list-style-type: none"> • Know about the lives of significant individuals in the past who have contributed to national and international achievements 	<p>Guy Fawkes & Remembrance Day</p> <ul style="list-style-type: none"> • Know about the lives of significant individuals in the past who have contributed to national and international achievements <p>Toys of the Past:</p> <ul style="list-style-type: none"> • Study changes within living memory to reveal aspects of change in national life by comparing toys of today to toys of past
COMPUTING	<p>Technology around us</p> <ul style="list-style-type: none"> • List different uses of information technology • Recognise how to use information technology responsibly 	<p>Robot Algorithms</p> <ul style="list-style-type: none"> • Follow instructions given by someone else • Give clear and unambiguous instructions



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	<ul style="list-style-type: none"> • Say how those rules/guides can help me • Open files, edit documents/ images and save them 	<ul style="list-style-type: none"> • Use an algorithm to program a sequence • Compare my prediction to the program outcome • Follow a sequence and predict the outcome of a sequence • Test and debug each part of the program • Plan algorithms for different parts of a task
ART	<p>Drawing and Painting: colour mixing</p> <ul style="list-style-type: none"> • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • Use line and tone to represent objects • Control the range of marks and lines made when drawing and representing shape • Represent things observed, remembered or imagined using colour 	<p>Drawing and Painting: watercolour</p> <ul style="list-style-type: none"> • Use drawing and painting to develop and share their ideas, experiences and imagination • Use line and tone to represent objects • Use colour to express moods and feelings • Control the range of marks and lines made when drawing and representing shape
DESIGN TECHNOLOGY	<p>Monster Puppets & Rapunzel Puppet Theatre</p> <ul style="list-style-type: none"> • Use knowledge of existing products to help come up with ideas • Begin to develop their design ideas through discussion, observation, drawing and modelling • Say what products they design and make • Say how their products will work and how they are intended for users • Select from a range of tools, materials and components according to their characteristics and explain their choices • Begin to accurately assemble, join and combine materials and components • Understand how freestanding structures can be made stronger, stiffer and more stable • Use the correct technical vocabulary for projects 	<p>Design and make instruments</p> <ul style="list-style-type: none"> • Use knowledge of existing products to help come up with ideas. • Begin to develop their design ideas through discussion, observation, drawing and modelling. • Say what products they design and make. • Plan by suggesting what to do next. • Select from a range of tools, materials and components according to their characteristics and explain their choices. • Begin to accurately measure, mark out, cut and shape a range of materials and components. • Begin to accurately assemble, join and combine materials and components. • Understand the working characteristics of materials and components.
MUSIC	<p>Listening</p> <ul style="list-style-type: none"> • Listen to a piece of music and move in time to its steady beat 	<p>Using their voices</p> <ul style="list-style-type: none"> • Christmas Performance <p>Composing</p>



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	<ul style="list-style-type: none"> Recognise and respond through movement/dance to the different musical characteristics and identify and name them <p>Appraising</p> <ul style="list-style-type: none"> Begin to use musical terms (louder/quieter, faster/slower, higher/lower) Begin to articulate how changes in speed, pitch and dynamics effect the mood <p>Using Instruments</p>	<ul style="list-style-type: none"> Add sound effects to a story Choose musical sound effects to follow a story line or match a picture Use graphics/symbols to portray the sounds they have made Sequence these symbols to make a simple structure (<i>score</i>) Compose own sequence of sounds without help and perform <p>Respond to music through dance</p>
PE	<p>Multi Skills</p> <ul style="list-style-type: none"> move in a variety of ways in and out of cones and obstacles sprint and run in different directions skip without a rope jump for height throw a bean bag into a given target dribble a ball in and out of set of obstacles <p>Gymnastics</p> <ul style="list-style-type: none"> perform an individual and paired counter balance and counter tension balance and hold for 5 seconds balance on one foot be able to balance on a piece of apparatus side roll, line walk and bench walk 	<p>Dance</p> <ul style="list-style-type: none"> Move to a selection of beats Link a short series of dance sequences together Understand dance language
PSHE	<p>Citizenship – Rights, Rules and Responsibilities</p> <ul style="list-style-type: none"> How do rules and conventions help me to feel happy & safe? How do I take part in making rules? Who looks after me and what are their responsibilities? What jobs and responsibilities do I have in school and at home? Can I listen to other people, share my views and take turns? Can I take part in discussions and decisions in class? 	<p>Healthy and Safer Lifestyles – Personal Safety</p> <ul style="list-style-type: none"> Can I identify different feelings and tell others how I feel? Which school/classroom rules are about helping people to feel safe? How do I know which adults and friends I can trust? Who could I talk with if I have a worry or need to ask for help? What could I do if a friend or someone in my family isn't kind to me?



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	<p>Myself and My Relationships – Anti-Bullying</p> <ul style="list-style-type: none"> • Why might people fall out with their friends? • Can I describe what bullying is? • Do I understand some of the reasons people bully others? • Why is bullying never acceptable or respectful? • How might people feel if they are being bullied? • Who can I talk to if I have worries about friendship difficulties or bullying? • Do I know what to do if I think someone is being bullied? 	<ul style="list-style-type: none"> • Can I identify private body parts and say ‘no’ to unwanted touch? • What could I do if I feel worried about a secret? • What could I do if something worries or upsets me when I am online?
RE	<p>Christianity & New Testament Stories</p> <ul style="list-style-type: none"> • What can we learn from the stories Jesus told? 	<p>Christianity</p> <ul style="list-style-type: none"> • Why is Christmas important to Christians?
Other	<ul style="list-style-type: none"> • Sharing Smiles (Oral Hygiene) • Parent Café (13th October) • Harvest Festival 	<ul style="list-style-type: none"> • Remembrance Day • Anti Bullying Week • Grandparents Day • Christmas Bake Off • Christmas Concert