



## YEAR 2 CURRICULUM PLAN

Autumn Term 2024

This term Year 2 children will be learning about:

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



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<b>SCIENCE</b>	<ul style="list-style-type: none"> <li>• Understand that animals, including humans, have offspring which grow into adults and use the vocabulary reproduce</li> <li>• Describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Properties Of Materials             <ul style="list-style-type: none"> <li>○ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>○ describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> <li>○ know that squashing, bending, twisting and stretching are examples of forces</li> </ul> </li> <li>• Test and evaluate materials             <ul style="list-style-type: none"> <li>○ perform simple tests</li> <li>○ use observations and ideas to suggest answers to questions</li> <li>○ gather and record data to help in answering questions</li> </ul> </li> </ul>
<b>GEOGRAPHY</b>	<ul style="list-style-type: none"> <li>• Recap on the UK (countries, capitals and surrounding seas) and the countries where members of the class come from</li> <li>• Aerial Maps and Photos, walk to the museum.</li> </ul>	<ul style="list-style-type: none"> <li>• Devise a simple map; and use and construct basic symbols in a key when studying their school and surrounding areas.</li> <li>• Use simple fieldwork in the local area/close proximity to the school e.g. the road, park, river and shops.</li> <li>• Identify human and physical features</li> </ul>
<b>HISTORY</b>	<p>Black History Month – 1<sup>st</sup> – 31<sup>st</sup> October</p> <ul style="list-style-type: none"> <li>• Know about the lives of significant individuals in the past who have contributed to national and international achievements</li> </ul>	<p>Guy Fawkes &amp; Remembrance Day</p> <ul style="list-style-type: none"> <li>• Know about the lives of significant individuals in the past who have contributed to national and international achievements</li> </ul> <p>Toys of the Past:</p> <ul style="list-style-type: none"> <li>• Study changes within living memory to reveal aspects of change in national life by comparing toys of today to toys of past</li> </ul>
<b>COMPUTING</b>	<p>Technology around us</p> <ul style="list-style-type: none"> <li>• List different uses of information technology</li> <li>• Recognise how to use information technology responsibly</li> </ul>	<p>Robot Algorithms</p> <ul style="list-style-type: none"> <li>• Follow instructions given by someone else</li> <li>• Give clear and unambiguous instructions</li> </ul>



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



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



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