

Year 2 Autumn Term Curriculum Overview 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8		Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15								
MATHEMATICS	On-going application of mental, communication, problem solving and reasoning skills. Place Value <ul style="list-style-type: none"> To recall numbers to 20 To count objects to 100 by making 10s To recognise tens and ones To use a place value chart To partition numbers to 100 To write numbers to 100 in words To flexibly partition numbers to 100 To write numbers to 100 in expanded form To know 10s on the number line to 100 To know 10s and 1s on the number line to 100 To estimate numbers on a number line To compare objects To compare numbers To order objects and numbers To count in 2s,5s and 10s To count in 3s. 				On-going application of mental, communication, problem solving and reasoning skills. Addition and Subtraction <ul style="list-style-type: none"> To recall number bonds to 10 To know fact families – addition and subtraction bonds within 20 To know related facts To know bonds to 100 (tens) To add and subtract 1s To add by making 10 To add three 1-digit numbers To add to the next 10 To add across a 10 To subtract across a 10. 				On-going application of mental, communication, problem solving and reasoning skills. Addition and Subtraction <ul style="list-style-type: none"> To subtract from a ten To subtract a 1-digit number from a 2-digit number (across a ten) To know 10 more, 10 less To add and subtract 10s To add two 2-digit numbers (not across a 10) To add two 2-digit numbers (across a 10) To subtract two 2-digit numbers (not across a 10) To subtract two 2-digit numbers (across a 10) To work out mixed addition and subtraction sums To compare number sentences To work out missing number problems. 				On-going application of mental, communication, problem solving and reasoning skills. Shape <ul style="list-style-type: none"> To recognise 2D and 3D shapes To count sides on 2D shapes To count vertices on 2D shapes To draw 2D shapes To know lines of symmetry on shapes To use lines of symmetry to complete shapes To sort 2D shapes To count faces on 3D shapes To count edges on 3D shapes To count vertices on 3D shapes To sort 3D shapes To make patterns with 2D and 3D shapes 				Assessment Week							
	ENGLISH	Grammar Focus <ul style="list-style-type: none"> Nouns, adjectives and verbs Prepositions. 				Recounts <ul style="list-style-type: none"> To discuss the sequence of events recounted in texts To develop a wider range of words and phrases to support chronology e.g. next, when, after, before, finally, at the end of the day To explore language features – past tense verbs. Writing Outcomes <ul style="list-style-type: none"> Recount. 				Little Red Riding Hood <ul style="list-style-type: none"> To structure events within a story To re-tell a familiar story with events in sequence and include some dialogue and formal story language To imitate familiar stories by borrowing and adapting structures To write own story in the style of a traditional tale, using typical settings, characters and events. Writing Outcomes <ul style="list-style-type: none"> Narrative Alternative endings Character description Describing a setting. 				HALF TERM				Poetry Bonfire Night / Fireworks <ul style="list-style-type: none"> To explore formation of adjectives using suffixes such as –ful, –less, er, –est in adjectives To use expanded noun phrases for description and specification. Writing Outcomes <ul style="list-style-type: none"> Poetry Descriptive writing. 				Vlad and the Great Fire of London <ul style="list-style-type: none"> To develop skills of inference and character feelings To explore non –fiction texts To write a recount/diary entry To create a set of instructions To write a non-chronological report To gather and present information To write a letter in role and respond. Writing Outcomes <ul style="list-style-type: none"> Recount Diary Entry Instructions Non-Chronological Report Letter Writing. 		
Uses of Everyday Materials <ul style="list-style-type: none"> To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Star scientist – Charles Macintosh.									Forces <ul style="list-style-type: none"> To find out how shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching Star scientist – Albert Einstein															
SCIENCE																								

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HISTORY										<p>Fire Engines: Link to History 'The Great Fire of London'</p> <ul style="list-style-type: none"> • Start to generate ideas by drawing on their own and other people's experiences • Begin to develop their design ideas through discussion, observation, drawing and modelling • Identify a purpose for what they intend to design and make • Develop their ideas through talk and drawings and label parts • Make templates and mock ups of their ideas in card and paper or using ICT • Begin to select tools and materials; use correct vocabulary to name and describe them e.g axels, cogs • Build structures, exploring how they can be made stronger, stiffer and more stable • Learn to use hand tools safely and appropriately • Start to assemble, join and combine materials in order to make a product • Start to choose and use appropriate finishing techniques • Evaluate their work against their design criteria • With confidence talk about their ideas, saying what they like and dislike about their vehicles.
GEOGRAPHY	<p>What are Seasons?</p> <ul style="list-style-type: none"> • To describe different types of weather, make observations and understand changes around us • To observe the weather, and understand weather data from pictures, words and symbols • To understand why weather changes, and know that there are different types of wind which bring about these changes • To understand that there are four seasons in the UK • To know about parts of the UK and its capital cities, and talk about the weather there • To demonstrate understanding of the weather, and seasons in different parts of the UK. 									
ART	<p>Light Up the Sky: Link to PSHE – Appreciating other cultures and religions, focus Diwali</p> <ul style="list-style-type: none"> • Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint, watercolour and Brusho • Revise colour wheel – primary, secondary, tertiary and colour mixing skills. • Plan out ideas for drawings • Experiment with the visual elements; line, shape, pattern and colour • Try different activities and choose how to develop their work and techniques • Create different Rangoli designs using varied resources and effects • Use the skills appropriate for their year group and choose techniques deliberately for a purpose • Express clear preferences about their artwork and work of others. Giving reasons, e.g. I like this because... <p>Artists: Rangoli Patterns</p>									
DT										<p>Fire Engines: Link to History 'The Great Fire of London'</p> <ul style="list-style-type: none"> • Start to generate ideas by drawing on their own and other people's experiences • Begin to develop their design ideas through discussion, observation, drawing and modelling • Identify a purpose for what they intend to design and make • Develop their ideas through talk and drawings and label parts • Make templates and mock ups of their ideas in card and paper or using ICT • Begin to select tools and materials; use correct vocabulary to name and describe them e.g axels, cogs • Build structures, exploring how they can be made stronger, stiffer and more stable • Learn to use hand tools safely and appropriately • Start to assemble, join and combine materials in order to make a product • Start to choose and use appropriate finishing techniques • Evaluate their work against their design criteria • With confidence talk about their ideas, saying what they like and dislike about their vehicles. <p>Designers: Look at various car manufacturers and the different vehicles they make</p>

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COMPUTING	<p>COMPUTING STRAND: Computer Science Unit 2.1 Coding – Program; 2Code</p> <ul style="list-style-type: none"> To understand what an algorithm is To create a computer program using simple algorithms To compare the Turtle and Character objects To use the button object To understand how use the Repeat command To understand how to use the Timer command To know what debugging mean. To understand the need to test and debug a program repeatedly. To debug simple programs To create programs using different kinds of objects whose behaviours are limited to specific actions To predict what the objects will do in other programs, based on their knowledge of what the object is capable of To discuss how logic helped them understand that they could only predict specific actions, as that is what the objects were limited to To use all the coding knowledge, they have learned throughout their programming lessons to create a more complex program that tells a story. 	<p>COMPUTING STRAND: Digital Literacy Unit 2.2 Online Safety – Program; Writing Templates, Display boards, 2Respond (2Email)</p> <ul style="list-style-type: none"> To know how to refine searches using the Search tool To know how to share work electronically using the display boards To use digital technology to share work on Purple Mash to communicate and connect with others locally To have some knowledge and understanding about sharing more globally on the Internet To introduce Email as a communication tool using 2Respond simulations To understand how we talk to others when they aren't there in front of us To open and send simple online communications in the form of email. To understand that information put online leaves a digital footprint or trail. To begin to think critically about the information they leave online. To identify the steps that can be taken to keep personal data and hardware secure. 	<p>COMPUTING STRAND: Information Technology Unit 2.7 Making Music - Programs; 2Sequence</p> <ul style="list-style-type: none"> To be introduced to making music digitally using 2Sequence To explore, edit and combine sounds using 2Sequence To add sounds to a tune they've already created to change it To think about how music can be used to express feelings and create tunes which depict feelings To upload a sound from a bank of sounds into the Sounds section To record their own sound and upload it into the Sounds section To create their own tune using the sounds which they have added to the Sounds section.
PE	<p>Fundamentals:</p> <ul style="list-style-type: none"> To explore how the body moves when running at different speeds. To develop changing direction and dodging. To develop balance, stability and landing safely. To explore and develop jumping, hopping and skipping actions. To develop co-ordination and combining jumps. To develop combination jumping and skipping in an individual rope. 	<p>Dance: THEME: The Rainforest</p> <ul style="list-style-type: none"> To copy, repeat and create actions in response to a stimulus. To copy, create and perform actions considering dynamics. To create a short dance phrase with a partner showing clear changes of speed. THEME: Jack Frost To copy, repeat and create movement patterns in response to the theme. To create and perform using unison, mirroring and matching with a partner. To remember and repeat actions and dance as a group. 	
MUSIC	<p>Unit: African Call and Response Theme:</p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth</p> <p>MUSIC STRAND: Listening, appraising and responding <i>Listening to a range of high-quality live and recorded music</i></p> <ul style="list-style-type: none"> Recognising timbre changes in music they listen to Recognising structural features in music they listen to Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music. Identifying melodies that move in steps. <p><i>Listening with attention to detail and recall sounds with increasing aural memory</i></p> <ul style="list-style-type: none"> Listening to and repeating a short, simple melody by ear. Suggesting improvements to their own and others' work. <p>Composing <i>Create sounds and music using the interrelated dimensions of music</i></p> <ul style="list-style-type: none"> Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Successfully combining and layering several instrumental and vocal patterns within a given structure. 	<p>Unit: Orchestral Instruments Theme: Traditional Western Stories</p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth</p> <p>MUSIC STRAND: Listening, appraising and responding <i>Listening to a range of high-quality live and recorded music</i></p> <ul style="list-style-type: none"> Recognising timbre changes in music they listen to Recognising structural features in music they listen to Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music. Identifying melodies that move in steps. <p><i>Listening with attention to detail and recall sounds with increasing aural memory</i></p> <ul style="list-style-type: none"> Listening to and repeating a short, simple melody by ear. Suggesting improvements to their own and others' work. <p>Composing <i>Create sounds and music using the interrelated dimensions of music</i></p> <ul style="list-style-type: none"> Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Successfully combining and layering several instrumental and vocal patterns within a given structure. 	

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	<ul style="list-style-type: none"> • Creating simple melodies from 5 or more notes. • Choosing appropriate dynamics, tempo and timbre for a piece of music. • Using letter name and graphic notation to represent the details of their composition. • Beginning to suggest improvements to their own work. <p>Performing</p> <ul style="list-style-type: none"> • Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). • Singing short songs from memory, with melodic and rhythmic accuracy. • Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. • Performing expressively using dynamics and timbre to alter sounds as appropriate. • Singing back short melodic patterns by ear and playing short melodic patterns from letter notation 	<ul style="list-style-type: none"> • Creating simple melodies from 5 or more notes. • Choosing appropriate dynamics, tempo and timbre for a piece of music. • Using letter name and graphic notation to represent the details of their composition. • Beginning to suggest improvements to their own work. <p>Performing</p> <ul style="list-style-type: none"> • Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). • Singing short songs from memory, with melodic and rhythmic accuracy. • Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. • Performing expressively using dynamics and timbre to alter sounds as appropriate. • Singing back short melodic patterns by ear and playing short melodic patterns from letter notation
SRE/ PSHE	<p><u>Induction Week / Settling back to school</u></p> <ul style="list-style-type: none"> • To set themselves simple goals for the year ahead • To share their views and opinions <p><u>Cross-Curricular with PE (ongoing)</u></p> <ul style="list-style-type: none"> • To feel the effect of exercise on their bodies • To explain why physical activity is healthy, what physical activity they do and explain what choices they make that are healthy <p><u>British Values</u></p> <ul style="list-style-type: none"> • Democracy assembly plus follow-up work <p><u>Mental Health</u></p> <ul style="list-style-type: none"> • To demonstrate that they can manage some feelings in a positive and effective way. They should learn ways to calm themselves down or to change their mood when they don't feel so good • To recognise how their behaviour affects other people and how not everyone feels the same thing at the same time • To appreciate that not everyone communicates or shows their emotions in the same way • To feel positive about sharing concerns and worries with others. Children recognise when they need help to deal with their feelings and how to ask for it • Children know about how it feels when there is change or loss. <p><u>NSPCC -Speak Out, Stay Safe</u></p> <ul style="list-style-type: none"> • To identify common features of family life and know that families should give love, security, and stability • To know that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried <p><u>Awareness Days/Weeks</u> Black History Month Jeans for Genes Week – 16th – 22nd September 10th October – World Mental Health Day NSPCC -Speak Out, Stay Safe assemblies and follow-up work</p>	<p><u>Cross-Curricular with English – Diary Writing</u></p> <ul style="list-style-type: none"> • To demonstrate that they can manage some feelings in a positive and effective way • To continue to share views and opinions. <p><u>Road Safety Week</u></p> <ul style="list-style-type: none"> • To understand the Stop, Look, Listen and Think sequence. • To understand why they travel in a car wearing a seatbelt and a car seat if under 135cms tall. • To understand how walking and cycling can keep them healthy. • To understand why it's important to be bright and be seen. <p><u>Anti-Bullying Week</u></p> <ul style="list-style-type: none"> • To feel positive about sharing concerns and worries with others • To recognise how their behaviour affects other people • To identify and respect the differences and similarities between people • To learn that there are different types of teasing and bullying and that these are wrong and unacceptable • Children understand the consequences of such anti-social behaviour • To learn how to resist teasing and bullying if they experience or witness it, whom to go to and how to get help. <p><u>Cross-Curricular with English – Grace and Family</u></p> <ul style="list-style-type: none"> • To learn about different types of families including those that may be different to their own • To identify common features of family life and know that families should give love, security and stability. <p><u>Cross-Curricular with Science</u></p> <ul style="list-style-type: none"> • To know how to look after the local environment including recycling in the classroom. <p>Remembrance Day Anti-Bullying Week – 11th – 15th November Road Safety Week Christmas Appreciation</p>
FRENCH	<p>Les Petites Betes (Minibeasts)</p> <ul style="list-style-type: none"> • To recognise, recall and remember up to 7 different minibeasts in French with the correct article/determiner and accurate pronunciation • To recognise, recall and remember how to say 'hello' and 'goodbye' in French • To learn to listen attentively to a story in French • To follow simple instructions in French. 	<p>Les super-héros (Superheroes)</p> <ul style="list-style-type: none"> • To recognise, recall, and remember the 6 colours presented in French • To recognise and remember the high frequency verbs: 'I am called', 'I have', 'I live', 'I am' and 'I am able' • To present and describe themselves as a superhero.

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Chagim: Rosh Hashanah

- To know why we blow the Shofar
- To know the name and sounds of the Shofar notes
- To link the shofar with the Akeida
- To know what Teshuva is, how we do it and its link to Rosh Hashanah
- To make pop up Shana Tova cards
- To know when and how we say Tashlich
- To do Tashlich
- To know the simanim linked to Rosh Hashanah and the reasons behind them
- To make honey cake.

Chagim: Yom Kippur

- To act out, sequence and rewrite the story of Yonah
- To know the various customs linked to Yom Kippur
- To know the names of the Yom Kippur services.

Chagim: Succot/Shmini Atzeret/Simchat Torah

- To know what each part of the Arba Minim symbolises
- To shake the Arba Minim with a bracha
- To understand what makes a Succah kosher
- To eat in a succah, with a bracha
- To know why we pray for rain in Israel on Shemini Atzeret
- To understand the significance of Simchat Torah and make a 3D flag.

Hebrew Reading

- To complete a baseline assessment
- To review all the letters, with a focus on final letters.

Hebrew Writing

- To complete a baseline assessment
- To understand there are two ways to write and read in Hebrew – block and script
- To be able to write and read alef, bet, vet and gimmel in script.

Parasha

Bereshit – keeping Shabbat is a mitzvah
Noach – perseverance.

Chagim: Chanukah

- To understand the story of Chanukah in more detail
- To act out, sequence and rewrite the story from the perspective of a Maccabee/Greek
- To design your own kosher chanukiah and make it from clay
- To know what makes a chanukiah kosher
- To understand the reasons behind the Chanukah customs
- To play dreidel games
- To bake for Chanukah.

Hebrew Reading

- To review the vowels, focussing on the chataf vowels
- To learn the sound of shva at the start of a word
- To know the sound of shva in the middle of the word
- To introduce the concept of havarot.

Hebrew Writing

- To be able to read and write dalet, hey, vav, zayin, chet, tet, yud, kaf, chaf, final chaf and lamed in script
- To complete an end of term script assessment.

Parasha

- Vayera – bikur cholim
- Chayei Sarah – tefillah
- Toldot – kibud av v'em
- Vayetze – sharing
- Vayishlach – caring
- Vayeshev – sensitivity to other people's feelings

Miketz – being responsible for one another.