



## Year 2 Curriculum overview - Autumn 1

|   | Week 1 -   | Week 2 -  | Week 3 --   | Week 4 -  | Week 5 -<br>School trip  | Week 6   | Week 7  |
|---|--|---|---|---|--|--|---|
| Enrichment activities   | Wanted: Perfect Pet – Hook, Read and Explore   | Wanted: Perfect Pet – Writing Skills and Polished Pieces of Work.   | We’ re going on a lion hunt – Hook, Read and Explore.   | We’ re going on a lion hunt – Writing Skills  | We’ re going on a lion hunt – Polished Pieces of Work.   | Non-fiction – focus on Africa – Read and Explore   | Non-fiction – focus on Africa – Writing Skills and Polished Pieces of Work.   |
| <b>English</b><br><br><b>'Wanted: Perfect Pet'</b><br><br><b>'We're going on a lion hunt'</b><br><br><b>Non-fiction texts related to Africa</b> | <p>Children will be taught the following grammar terminology and they will learn how to apply it to their work -</p> <ul style="list-style-type: none"> <li>Nouns</li> <li>adjectives</li> <li>Noun phrases and expanded noun phrases.</li> </ul> <p>This will be taught through the use of the text and finding examples within the text.</p>   | <p>Children will apply their knowledge of the grammar taught in the previous week to create their own advertisement for their very own perfect pet.</p> | <p>This topic will start with a crime scene hook - Clues will be left for the children to find out who has entered the class.</p> <p>We will start to read the story 'We're going on a Lion Hunt' focusing on these areas to engage children in the text and ensure they are understanding and therefore can reinterpret what they have read through the use of:</p> <ul style="list-style-type: none"> <li>Role play</li> <li>hot seating</li> <li>conscience alley</li> <li>answering questions</li> <li>Find the pattern/ repetition in the story.</li> </ul>  | <p>Children will orally rehearse the lion hunt story to make our own class video.</p> <p>They will create wanted posters for the lion - lion descriptions using noun phrases and similes.</p> <p>Children will plan and create their own hunt using a different animal</p> <ul style="list-style-type: none"> <li>Practise story and act out before recording performances</li> </ul> | <p>Children will write their own story one obstacle at a time.</p> <p>Focusing on the following areas and ensuring these skills are taught clearly before expecting children to apply them.</p> <ul style="list-style-type: none"> <li>Expanded noun phrases to describe</li> <li>Writing in present tense</li> <li>Different sentence forms.</li> </ul> <p>Children will then have time to edit and improve their stories.</p>  | <p>Children will be taught the features of a non-fiction book.</p> <ul style="list-style-type: none"> <li>Contents page</li> <li>Glossary/ index</li> <li>Bullet points</li> <li>Facts boxes</li> <li>Diagrams/ labels</li> <li>Subheadings</li> </ul> | <p>Children will learn to collect facts and create their own writing from the facts gathered. We will write our own non-chronological reports to share with the Year 3 class.</p>   |
| <b>Mathematics</b>  | <p><b>Place Value</b><br/>Children will learn to recognise the place value of each digit in a two-digit number and be able to compare and order numbers up to 100. They will also learn how to apply the correct symbols for more than, less than and equal to.</p> <p>Problem solving - Use place value and number facts to solve problems.</p> <p>Rich real life opportunities -<br/>Bens number problem solving. True/ false for re-ordering numbers.</p> |   | <p><b>Addition</b><br/>Children will apply their previous knowledge of place value to solve problems, recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p> <p>Children will be given the opportunities to add numbers using concrete objects, pictorial representations, and mentally, including TU+U, TU+T, TU+TU and U+U+U. They will also be taught that addition of two numbers can be done in any order (commutative).</p> <p>Problem solving - I can solve problems with addition using concrete and pictorial representations.</p> <p>Rich real life opportunities -<br/>Toy shops - money. Trial and improvement challenges.</p> |   | <p><b>Subtraction</b><br/>Children will be able to apply their knowledge of place value and addition to solve problems, recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>Children will be given the opportunities to subtract numbers using concrete objects, pictorial representations, and mentally, including TU+U, TU+T, TU+TU and U+U+U. They will also be taught that unlike addition subtraction is not commutative because the order does matter.</p> <p>Problem solving - I can solve problems with addition and subtractions, using concrete and pictorial representations.</p> <p>Rich real life opportunities -<br/>Finding change. Trial and improvement challenges.</p> |  | <p><b>Position and direction</b><br/>Children will learn to use the language of angles to describe turn by applying rotations, including in practical contexts. E.g. programming robots using instructions given in right angles.</p> <p>Children will use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter half and three quarter turns</p> <p>Problem solving and Rich real life opportunities -<br/>Jack and the beanstalk problem. Explorer instructions to find the African animals.</p> |



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| <b>Science</b>                | <i>Changing Shape</i>  |   |
|                               | Through-out this topic children will identify materials that can change shape using the vocabulary - bend, twist, squash and stretch. They will be taught how to successfully predict, plan and complete a fair test recording results accurately. Finally we will use all of our skills to bend, twist, stretch and squash materials to make our own 3d model.  |   |
| <b>History and Geography</b>  | <i>Africa</i>  |   |
|                               | This topic will focus on South Africa linking to our literacy topic 'We're going on a lion hunt'. We will use maps to explore where Africa and UK are and there will be a strong focus on comparisons with where we live. Looking at comparing and contrasting the food and everyday life from Africa compared to the UK. Children will also identify the importance of tribal masks and we will create our own. |   |
| <b>Art and DT</b>             | <i>Great Artists - Van Gogh</i>  |   |
| <b>Computing</b>              | <b>E-Safety and Digital Literacy</b> - Staying safe online (Using sites suitable for age).   | <b>2A Writing stories:</b> Communicating information using text.  |
|                               | Children will be taught to identify what red, amber and green websites are. Creating posters to show each type of website and they will have the opportunity to explore some green websites.   | Children will initially be taught how to log onto the computer and access Microsoft word. We will then start to explore how we can edit and improve our work with the end goal to produce and type our own short story. |
| <b>RE</b>                     | <i>Listen and respond to stories highlighting the morals and values of believers in practice.</i>  |   |
| <b>British Values - PATHS</b> | <p style="text-align: center;">Children will initially be taught to establish and reinforce classroom rules, followed by learning to</p> <ul style="list-style-type: none"> <li>• improve self-esteem,</li> <li>• increase self-control encouraging reflective thinking and</li> <li>• understand the difference between feeling and behaving.</li> </ul>  |   |
| <b>P.E.</b>                   | This term P.E lessons will focus on dance. Children will be taught key skills, to work in partners and small groups to perform routines combining movements taught as well as creating their own. They will also be taught the terminology unison and canon to vary their performances.  |   |
| <b>Music</b>                  | K2M music sessions - percussion instruments taught by Mr Moon.   |   |