



## Year 2 Curriculum overview - Autumn 2

	Week 1 -	Week 2 -	Week 3 --	Week 4 -	Week 5 -	Week 6	Week 7
Enrichment activities	Albert and the Lion– Hook, Read and Explore	Albert and the Lion– Writing Skills and Polished Pieces of Work.	The Enormous Turnip– Hook, Read and Explore.	The Enormous Turnip– Writing Skills	The Enormous Turnip – Polished Pieces of Work.	Non-fiction – Read and Explore	Non-fiction – Writing Skills and Polished Pieces of Work.
English	<p>Children will be given opportunities to read and explore the poem we will focus on</p> <ul style="list-style-type: none"> <li>- Questions to gather answers for the artefacts given</li> <li>- Discussing our feelings regarding the poem and its content</li> <li>- Looking at the patterns of rhyme and identifying the structure of the poem.</li> </ul> <p>As well as read and recite parts of the poem in preparation for a performance to Year 5.</p>	<p>Children will apply their knowledge of the grammar found within the poem and those that other poets use to create their own.</p> <ul style="list-style-type: none"> <li>- Create their own rhyming words and then apply these to rhyming couplets</li> <li>- Look at alliteration and create their own alliterative phrases</li> <li>- Identify and write their own similes and metaphors.</li> </ul> <p>They will then apply all of these skills taught to create their own or small group poem for Albert and the lion but changing the characters.</p> <p>As well as this we will polish and perform our poem to Year 5.</p>	<p>This topic will start with the children having the opportunity to recall the story through working in small groups to act it out.</p> <p>We will then focus on key features applied within the text, such as:</p> <ul style="list-style-type: none"> <li>- Find the pattern/ repetition in the story.</li> <li>- Fronted adverbials</li> <li>- Past tense verbs</li> <li>- Different sentence forms (. ? ! ) - through the use of Kung-fu punctuation.</li> </ul>	<p>Children will be given the opportunity this week to practise the skills taught through their own writing. These will include the grammatical terms -</p> <ul style="list-style-type: none"> <li>- Fronted adverbials</li> <li>- Past tense</li> <li>- Different sentence forms</li> </ul> <p>We will also have a strong focus on the structure of the story and how to create a suitable plan.</p>	<p>Children will write their own story using the planning format previously taught. We will change the fruit and characters from within the story.</p> <p>They will be given time to write each section of their story considering the features already taught.</p> <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>
Mathematics	<p><b>Subtraction</b> 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><b>Multiplication</b> We will start this topic with a strong focus on times tables and practically solving multiplications. We will then learn a method for solving larger multiplications by applying the number line method but now ensuring we understand the importance of applying our knowledge of times table facts.</p> <p style="text-align: center;"><u>Problem solving -</u> Relate multiplication to problem solving for children to apply the skills taught.</p>		<p><b>Division</b> Children will initially be taught what division actually means through the use of practical, mental and pictorial methods. We will then also focus on using the number line method to solve divisions. However they will need to share the numbers/ count in steps to arrive at the end amount. Children will also now start to apply their times table facts to arrive at answers quicker. This will enable them to note the relationship between multiplication and division.</p> <p style="text-align: center;"><u>Problem solving -</u></p>		<p><b>Fractions</b> Applying their knowledge of division children will be able to apply the number line method to solve fractions of numbers. They will also be taught how this can be represented through the use of the bar method.</p> <p style="text-align: center;"><u>Problem solving -</u> Children will apply their knowledge of division through a range of problem solving activities.</p>



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<b>Problem solving</b>	<p>Problem solving - I can solve problems with addition and subtractions, using concrete and pictorial representations.</p> <p>Rich real life opportunities - Finding change. Trial and improvement challenges.</p>	<p><u>Rich real life opportunities</u></p> <p>Relate to real life sporting events happening at that time as well as relate to everyday maths, E.g. fruit, shopping as well as including SATs style questions.</p>	<p>Relate division to problem solving for children to apply the skills taught and explain their methods.</p> <p style="text-align: center;"><u>Rich real life opportunities</u></p> <p>Relate to real life sporting events happening at that time as well as relate to everyday maths, E.g. fruit, shopping as well as including SATs style questions.</p>	<p><u>Rich real life opportunities</u></p> <p>Relate to real life sporting events happening at that time as well as relate to everyday maths, E.g. shape, objects and applying to SATs style questions.</p>
<b>Science</b>	<p><b>Uses of Everyday Materials</b></p> <p>This 'Uses of Everyday Materials' unit will teach children about the uses of everyday materials including wood, plastic, metal, glass, brick, paper and cardboard. Children then go on to compare the suitability of different everyday materials for different purposes. They explore how objects made of some everyday materials can change shape and how the recycling process is able to reuse some everyday materials numerous times. It finishes with children learning about new discoveries which have made over time with a specific focus on John McAdam.</p>			
<b>History and Geography</b>	<p><b>Under the Sea</b></p> <p>This topic will focus on 'Under the sea' starting with children exploring the 5 oceans of the world. They will research and create underwater sea creatures, applying literacy skills to write effective instructions. As well as this children will create informative posters for sea creatures researched. This topic will also focus on bar charts to collect relevant data as well as researching about Robert Ballard.</p>			
<b>Art and DT</b>	<p><b>Great Artists - Van Gogh</b></p>			
<b>Computing</b>	<p><b>E-Safety and Digital Literacy - Following the Digital Trail</b></p>	<p><b>Programming</b></p>		
	<p>Children will learn that the information they put online leaves a digital footprint or "trail." This trail can be big or small, helpful or hurtful, depending on how they manage it. Children follow the digital information trails of two fictional animals. They will make observations about the size and content of each trail, and connect these observations by thinking critically about what kinds of information they want to leave behind.</p>	<p>Children are taught to create and debug simple programs. They will be taught to use logical reasoning to predict the behaviour of simple programs. Children will learn to program a floor turtle to move around an area by using single instructions, a sequence of instructions and repeated sequences.</p>		
<b>RE</b>	<p><b>Listen and respond to stories highlighting the morals and values of believers in practice.</b></p>			
<b>British Values - PATHS</b>	<p>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>	<p>This term P.E lessons will focus on ball skills. Children will be taught key skills, to work as part of a group to play ball games. They will also be taught the appropriate skills to effectively pass balls through different means.</p>			
<b>Music</b>	<p>K2M music sessions - percussion instruments taught by Mr Moon.</p>			