



Curriculum Overview

Year 2 Autumn Term

Subject	Content
Religious Education	<p>Old Testament Stories and Prayers</p> <ul style="list-style-type: none">• know the two parts of the Bible – The Old and New Testament• know a number of stories about different people in the Old Testament who were called into friendship with God• recognise that psalms are special songs to praise God• highlight some of the messages of the Old Testament <p>Sharing in the Life of Jesus</p> <ul style="list-style-type: none">• know important stories from the New Testament• know that the Rosary is a special form of Christian prayer• understand how the saints examples guide our lives• reflect on important features of prayer and stillness <p>Advent</p> <ul style="list-style-type: none">• know Advent is the season of preparation for Christmas• explain the symbolism of the Advent wreath• know the story of John the Baptist preparing the way for Jesus
English	<p>Phonics:</p> <ul style="list-style-type: none">• recognise and use the long vowel sounds• add suffixes and understand how this changes a word and its meaning• change words from past to present tense and vice versa• single and plurals – rules for adding s• compound words <p>Reading:</p> <ul style="list-style-type: none">• use a range of strategies including accurate decoding of text, to read for meaning• understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text• Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level <p>Writing:</p> <p>Traditional tales from other cultures</p> <ul style="list-style-type: none">• explore non-fiction texts giving information• use expanded noun phrases in the description

	<ul style="list-style-type: none"> • use the features of information pages in their own writing <p>Stories with familiar settings</p> <ul style="list-style-type: none"> • write expanded noun phrases using a variety of adjectives • use question marks and capital letters and full stops correctly • use question marks and capital letters and full stops correctly <p>Instructions</p> <ul style="list-style-type: none"> • identify and writing imperative verbs • create an instruction from a statement by changing the verb • give a new line to each instruction <p>Songs and repetitive poems</p> <ul style="list-style-type: none"> • read and enjoying listening to poems • recognise simple repetitive language in poems • write description • perform a poem with others <p>Really looking (poetry)</p> <ul style="list-style-type: none"> • use spoken language to develop imaginative vocabulary • write descriptive sentences using synonyms and elaborated language • use contracted forms and apostrophes in own writing • use correct punctuation in writing a poem • use similes and expanded noun phrases <p>Grammar, Punctuation and Spelling:</p> <ul style="list-style-type: none"> • use capital letters, full stops and question marks • form letters correctly • spell high frequency words correctly – because, said, were, where, what, there, said • use past and present tense accurately • all Standard 2 punctuation correctly used
Mathematics	<p>Place Value</p> <ul style="list-style-type: none"> • read and write numbers to at least 100 in numerals and in words • recognise the place value of each digit in a two-digit number (tens, ones) • identify, represent and estimate numbers using different representations including the number line • compare and order numbers from 0 up to 100; use <, > and = signs • use place value and number facts to solve problems • count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward <p>Addition and Subtraction</p> <ul style="list-style-type: none"> • recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number

	<p>and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers</p> <ul style="list-style-type: none"> • show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems <p>Money</p> <ul style="list-style-type: none"> • recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value • find different combinations of coins that equal the same amounts of money • solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change <p>Multiplication and Division</p> <ul style="list-style-type: none"> • recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (\div) and equals (=) sign • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts • show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
Biology	<p>Animals including humans</p> <ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults • describe the basic needs of humans and animals for survival • know how they are affected by exercise • understand the importance of eating the right amounts of different types of food • plan and carry out investigations and know the importance of taking repeat findings • present results in bar charts

<p>Computing</p>	<p>We are astronauts</p> <ul style="list-style-type: none"> • have a clear understanding of algorithms as sequences of instructions • convert simple algorithms to programs • predict what a simple program will do • spot and fix (debug) errors in their programs <p>We are game testers</p> <ul style="list-style-type: none"> • describe carefully what happens in computer games • use logical reasoning to make predictions of what a program will do • test these predictions • think critically about computer games and their use • be aware of how to use games safely and in balance with other activities
<p>Creative Curriculum:</p> <p>We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Art and Design, Design Technology, Geography, History and Music.</p> <p>Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects.</p> <p>(See Creative Curriculum Two Year Cycle).</p>	
<p>YEAR A</p> <p>Autumn 1 : Community</p> <p>Main Focus: Geography- The roads around our school</p> <p>The children will develop a greater understanding of their community by exploring the roads around our school.</p> <ul style="list-style-type: none"> • use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 	<p>YEAR B</p> <p>Autumn 1: Journeys</p> <p>Main Focus: Geography- The roads around our school</p> <p>We will be exploring journeys in the local area. The children will develop a greater understanding of their locality.</p> <ul style="list-style-type: none"> • use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

<ul style="list-style-type: none"> • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment <p>Secondary Focus-History- explore the life of a famous local person and their effects on the local community e.g. George Cadbury</p> <ul style="list-style-type: none"> • show an awareness of the past, using common words and phrases • find out about a local significant individual in the past e.g. George Cadbury • know the chronological framework for the above person and identify similarities and differences between ways of life now and then • ask and answer questions, choosing and using parts of stories and other sources 	<ul style="list-style-type: none"> • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment <p>Secondary Focus – History- understand how transport has changed over time.</p> <ul style="list-style-type: none"> • show an awareness of the past, using common words and phrases • find out about a significant individual in the past e.g. George Stephenson • know the chronological framework for the above person and identify similarities and differences between ways of life now and then • ask and answer questions, choosing and using parts of stories and other sources
<p>YEAR A</p> <p>Autumn 2 : Celebrations</p> <p>Main Focus: Art</p> <p>We will be exploring Nature Art and the work of Andy Goldsworthy within the theme of Celebrations at this time of year.</p> <ul style="list-style-type: none"> • use natural materials to create pictures and 3 d Art • use different size pencils, pens to sketch parts of natural objects and explore shape and pattern • explore ways of joining natural materials • experiment with line, shape, pattern and colour • give reasons for his/her preferences when looking at art/craft or design work • know that different artistic works are made by craftspeople from different cultures and times 	<p>YEAR B</p> <p>Autumn 2 : Memories</p> <p>Main Focus: Art</p> <p>We will be exploring buildings and how they have changed over time. The children will investigate pattern and shapes in building designs.</p> <ul style="list-style-type: none"> • use different size pencils, pens to draw and explore shape and pattern • draw shapes and pictures of landmarks • experiment with line, shape, pattern and colour • manipulate clay • build a textured tile • give reasons for his/her preferences when looking at art/craft or design work • know that different artistic works are made by craftspeople from different cultures and times
<p>Physical Education</p>	<p>Outdoor Adventure</p>

	<ul style="list-style-type: none"> • continually develop fundamental skills • take part in competitive activities • begin to work as a team • further develop thinking and creativity • create different rules for games <p>Net Games</p> <ul style="list-style-type: none"> • aim, strike & follow through wards a target • hit an object with varying power using a racket • be able to hit a ball or object wards a partner • explore a badminton racket and shuttlecock • attempt a 'forearm' or 'bump' pass (volleyball) <p>Dance</p> <ul style="list-style-type: none"> • demonstrate star and arch shapes • demonstrate folk dance actions • demonstrate happy and energetic dynamics • use the space to create different formations • develop relationships – folk dance moves with a partner
PSHE	<ul style="list-style-type: none"> • demonstrates that they recognise their own worth and that of others by making positive comments about themselves and classmates • knows that people can have different opinions and can simply explain personal views • identifies and makes simple choices about how to carry out the gospel values • can identify and respect differences and similarities between people, and describe how people can work together