



Curriculum Overview

Year 2 Autumn Term



Subject	Content
Religious Education	Old Testament Stories and Prayers <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 Sharing in the Life of Jesus <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 Advent <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
RSE	Created and Loved by God <ul style="list-style-type: none">• In these sessions we explore that we are uniquely made by a loving God, that we have differences and similarities (including physical differences between boys and girls), key information about staying physically healthy, understanding feelings and emotions, including strong feelings such as anger, and the cycle of life from birth to old age.
English	Phonics: <ul style="list-style-type: none">• RWI Reading: <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 Writing:

	<ul style="list-style-type: none"> • Following the pandemic Year 2 will be initially starting the year by re-visiting RWI and Phonics skills. There will be a Phonics Screening test for the children during December and we will share the results from these as soon as we are able. There will be plenty of opportunities for the children to develop their writing skills across all subjects and the overview shows you the progression we aim to continue with during the Spring term. In the overview above, you can see that writing builds on previous years' targets and develops this as your child becomes a more mature writer. <p>Grammar, Punctuation and Spelling: This term we are aiming to:</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 and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers • 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

	<ul style="list-style-type: none"> • 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 (÷) 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
Computing	<p>Unit One: Online Safety</p> <p>Searching and Sharing</p> <ul style="list-style-type: none"> • Children can use the search facility to refine searches on Purple Mash by year group and subject. • Children can share the work they have created to a display board. • Children understand that the teacher approves work before it is displayed.

- Children are beginning to understand how things can be shared electronically for others to see both on Purple Mash and the Internet.

Email Using 2Respond

- Children know that Email is a form of digital communication.
- Children understand how 2Respond can teach them how to use email.
- Children can open and send an email to a 2Respond character.
- Children have discussed their own experiences and understanding of what email is used for.
- Children have discussed what makes us feel happy and what makes us feel sad.

Digital Footprint

- Children can explain what a digital footprint is.
- Children can give examples of things that they would not want to be in their digital footprint.

Unit Two: Spreadsheets

Reviewing prior use of spreadsheets

- Children can explain what rows and columns are in a spreadsheet.
- Children can open, save and edit a spreadsheet.
- Children can add images from the image toolbox and allocate them a value.
- Children can add the count tool to count items.

Copying and Pasting Totalling tools

- Children can use copying, cutting and pasting to help make spreadsheets.
- Children can use tools in a spreadsheet to automatically total rows and columns.
- Children can use a spreadsheet to solve a mathematical puzzle.

Using a spreadsheet to add amounts

- Children can use images in a spreadsheet.
- Children can work out how much they need to pay using coins by using a spreadsheet to help calculate.

Creating a table and block graph

- Children can create a table of data on a spreadsheet.
- Children can use the data to create a block graph manually.

Unit Three: Coding

Algorithms

- Children can explain that an algorithm is a set of instructions.
- Children can describe the algorithms they created.
- Children can explain that for the computer to make something happen, it needs to follow clear instructions.

	<p>Collision Detection</p> <ul style="list-style-type: none"> • Children can plan an algorithm that includes collision detection. • Children can create a program using collision detection. • Children read blocks of code and predict what will happen when it is run. <p>Using a Timer</p> <ul style="list-style-type: none"> • Children can create a program that uses a timer after command. • Children can explain what the timer-after command does in their program. • Children can predict what will happen in a program that includes a timer-after command. <p>Different Object Types</p> <ul style="list-style-type: none"> • Children can create a computer program that includes different objects types. • Children can modify the properties of an object. • Children can use different events in their program to make objects move. <p>Buttons</p> <ul style="list-style-type: none"> • Children can create a computer program that includes a button object. • Children can explain what a button does in their program. • Children can modify the properties of a button to fit their program design.
<p>Creative Curriculum: 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. Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects. (See Creative Curriculum Two Year Cycle).</p>	

<p>YEAR A Autumn 1 : Community Main Focus: Geography- The roads around our school 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 • 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 	<p>YEAR B Autumn 1: Journeys Main Focus: Geography- The roads around our school 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 • 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 Autumn 2 : Celebrations Main Focus: Art We will be exploring Nature Art and the work</p>	<p>YEAR B Autumn 2 : Memories Main Focus: Art We will be exploring buildings and how they have changed over time. The children will</p>

<p>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>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
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<p>Physical Education</p>	<p>Gymnastics Learning Outcomes</p> <ul style="list-style-type: none"> • To be able to perform some basic jumps. • To demonstrate shapes whilst in the air. • To develop knowledge of 'take off'. • To develop knowledge of 'landing'. • To change direction whilst jumping. <p>Dance Learning Outcomes:</p> <ul style="list-style-type: none"> • Able to demonstrate force and tension dynamics. • Able to demonstrate connecting body part actions. • Able to develop relationships – away / towards. • Able to develop relationships – contact work. • Able to show acceleration in speed. <p>Swimming Learning Outcomes:</p> <ul style="list-style-type: none"> • To perform correct front crawl arm action. • To perform correct front crawl leg action. • To breath correctly with face in and out of water. • To demonstrate 'Push & Glide'.
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	<ul style="list-style-type: none">• Discuss safe self-rescue.
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