



Year 2 Autumn 1 2023-24 Curriculum Overview

Whole School Theme: Who are we?

Year 2 Inquiry: *Change is always positive*

Skills and Concepts		
<p>Research</p> <p>Formulating questions, Observing, Planning, collecting data, recording data, organising data, interpreting data, presenting findings</p>	<p>Communication</p> <p>Listening, Speaking, Reading, Writing, Viewing, Presenting, Non-verbal communication, Digital understanding</p>	<p>Self-Management</p> <p>Gross motor skills, Fine motor skills, Spatial awareness, Organisation, Time management, Safety, Healthy Lifestyle, Behaviour, Informed choices, Work ethic</p>
<p>Social</p> <p>Accepting responsibility, Group decision making, adopting a variety of group roles, respecting others, resolving conflict, Cooperating and collaborating, Social and environmental responsibility, Global awareness, Leadership, Developing entrepreneurship</p>	<p>Critical Thinking</p> <p>Knowledge acquisition, Comprehension, Application, Analysis, Synthesis, Evaluation, Didactical thought, Metacognition</p>	<p>Main Conceptual Learning</p> <p>Change / Progress</p>

Maths – Entire Autumn Term	English	Science
<p><u>Number: Place Value</u> Recognise and use ‘Tens and Ones’ Partition numbers Write numbers in words Estimate numbers on a number line Comparing numbers and objects Recap counting in 2s, 5s, 10s Count in 3s</p> <p><u>Addition and Subtraction</u> Recap Fact Families and bonds within 20 Bonds to 100 Add and subtract to next 10 Adding and subtracting across 10 Quick recall of 10 more, 10 less Adding and subtracting two 2-digit numbers Mixed addition and subtraction Missing number problems</p> <p><u>Geometry: Shape</u> Recognise 2D and 3D shapes Identify and count sides and vertices on 2D and 3D Shapes Lines of Symmetry Sorting 2D and 3D shapes Make patterns with shapes</p>	<p><u>Non-Fiction</u> Letters and Postcards – Excuse letters Oral and written work Book focus John Patrick Norman McHennessy by John Burningham Dear Teacher by Amy Husband</p> <p><u>Poems</u> Comparing, discussing and creating their own poems Poem Focus The Owl and the Pussycat With a focus on the poems of Edward Lear</p> <p><u>Fiction</u> Compare stories that feature imaginary creatures in familiar settings Book focus A variety of books to compare</p> <p><u>SPaG and Handwriting</u></p>	<p><u>How has the use of materials changed over time?</u></p> <ul style="list-style-type: none"> - Identify and compare the suitability of a variety of everyday materials for particular uses - Know that different materials are used for the same thing <i>(e.g. spoons can be made from plastic, wood, metal, but not normally from glass)</i> - Think about the properties of materials that make them suitable or unsuitable for particular purposes - To think about unusual and creative uses for everyday materials - To find out about people who have developed useful new Materials <i>(e.g. John Dunlop, Charles Macintosh or John McAdam)</i> <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> - compare the uses of everyday materials - observe closely, identify and classify the uses of different materials, and record their observations

History / Geography	Computer Science	Music and Drama	Religious Education
<p><u>How is my life different to a child in the 20th Century?</u></p> <ul style="list-style-type: none"> - To compare their life to those of parents, grandparents and to a child in the past <p><u>Where have my family travelled?</u></p> <ul style="list-style-type: none"> - To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans - To name and locate the world's seven continents and five oceans 	<p><u>E-Safety & Understanding of Technology</u></p> <ul style="list-style-type: none"> - Children will learn to understand how to stay safe online - Children will recognise how to use a search engine safely and effectively - Children will learn about how we can trust online information - Children will learn about how to identify and react to inappropriate behaviour online - They will learn to recognise the uses of technology at home, at school and how it is used in our everyday lives 	<p><u>Carnival of the Animals</u></p> <p>To understand how settings/ animals are portrayed through music. Composing their own pieces inspired by the Carnival of the Animals.</p> <p><u>Voices</u></p> <p>Learning how to use our voices expressively to portray different characters and emotions.</p>	<p><u>Rules and Routines:</u></p> <p><u>To understand:</u></p> <ul style="list-style-type: none"> - Why it is important to have rules; - That different religions have different rules and routines; - That it is important to respect everyone's ideas and beliefs; - The difference between a rule and a routine <p><u>To begin to think about:</u></p> <ul style="list-style-type: none"> - Why Shabbat is important to Jews; - Why the Ten Commandments are important to Christians and Jews; - Why the Five Pillars of Islam are important to Muslims; - Why the 5Ks are important to Sikhs; - How humanists make decisions
French – Autumn term	PSHE	Art and Design / STEM	PE and Swimming
<p>Where is France? Why is it important to ask people how they are? Why do we need to speak other languages?</p> <p><u>Recap Greetings:</u></p> <ul style="list-style-type: none"> - hello and goodbye; - introduce themselves; - say if they are feeling good/bad/so-so; - count to 10; - say how old they are. <p><u>Moi et ma Famille</u></p> <ul style="list-style-type: none"> - Facial features - Family members 	<p><i>What can we do to feel safe? (In person)</i> <i>How do rules and boundaries affect your well-being?</i></p> <ul style="list-style-type: none"> - Sharing and discussing our thoughts and feelings / emotions. - Accepting others and our differences. - Marvellous me! - Focus on working Collaboratively. <p><u>October:</u> Black History Month World Mental Health Day</p>	<p><u>How can I represent myself in Art?</u></p> <p><u>Self Portrait</u></p> <ul style="list-style-type: none"> - To talk about artists' self-portraits in order to develop ideas about how they will portray themselves. - To portray an image of themselves through a self-portrait. - To investigate a range of drawing materials and techniques and learn how to use shading in their drawing. - To create mixed media portraits. <p><u>DT / STEM:</u> Moving vehicles:</p> <ul style="list-style-type: none"> - Design and make a moving vehicle – <i>Which type of axle / wheels allow it to move faster / better?</i> 	<p>British sports: What makes our sports different to others?</p> <p>Does where you come from determine what sport you play and how you perceive sport?</p> <p>How can being healthy impact our participation in Sport?</p> <p>What can we do to maintain a healthy lifestyle?</p> <p><u>Football (Games)</u></p> <ul style="list-style-type: none"> - How can I stop a ball with control using different parts of my foot? - How can I pass a ball with the inside of my foot (Power vs Accuracy)?

- How can I dribble into a space, keeping the ball close to me?

- How can I dribble the ball into a space, keeping my head up and the ball (Awareness)?

- How can I tackle another player and get the ball?

- How can I play football, follow the rules fairly and showing respect to others?

Hockey (PE)

- How can you dribble a ball?

- How can you pass and receive a ball over a short distance?

- How can you pass the ball over a longer distance?

- How can you pass and receive the ball when moving?

- How can you tackle a player safely?

- How can you hit a ball to score a goal?

Swimming

- Recapping water confidence & basic strokes

- Pool safety

- Continuation of levels