



# Year 2 Autumn 1 2024 Curriculum Overview

## Whole School Theme: Who are we?

### Year 2 Inquiry: *Change is always positive*

Skills and Concepts		
<p><b>Research</b></p> <p>Formulating questions, Observing, Planning, collecting data, recording data, organising data, interpreting data, presenting findings</p>	<p><b>Communication</b></p> <p>Listening, Speaking, Reading, Writing, Viewing, Presenting, Non-verbal communication, Digital understanding</p>	<p><b>Self-Management</b></p> <p>Gross motor skills, Fine motor skills, Spatial awareness, Organisation, Time management, Safety, Healthy Lifestyle, Behaviour, Informed choices, Work ethic</p>
<p><b>Social</b></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><b>Critical Thinking</b></p> <p>Knowledge acquisition, Comprehension, Application, Analysis, Synthesis, Evaluation, Didactical thought, Metacognition</p>	<p><b>Main Conceptual Learning</b></p> <p>Change / Progress</p>

Maths – Entire Autumn Term	English	Science
<p><b><u>Number: Place Value</u></b>            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><b><u>Addition and Subtraction</u></b>            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><b><u>Book focus</u></b>            Dear Teacher by Amy Husband            Grandad’s Camper by Harry Woodgate</p> <p><b><u>Reading</u></b>            Read further common exception words.            Read most words quickly and accurately, without overt sounding and blending.            Become increasingly familiar with and re-tell a wider range of stories, fairy stories and traditional tales.            Be introduced to non-fiction books that are structured in different ways.            Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p><b><u>Writing</u></b>            Consider what they are going to write before beginning by:            Planning or saying out loud what they are going to write about.            Writing down ideas and/or key words, including new vocabulary.            Encapsulating what they want to say, sentence by sentence.</p> <p><b><u>SPaG and Handwriting</u></b>            Learning to spell common exception words.            Learning to spell more words with contracted forms.            Using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p>	<p><b><u>Are people healthier now than in the past?</u></b></p> <ul style="list-style-type: none"> <li>- Consider ways in which Science is relevant to their personal health.</li> <li>- Relate Science to aspects of their everyday life (food, exercise, medicines).</li> <li>- Recognise and control hazards and risks to themselves.</li> <li>- Recap on their knowledge of senses.</li> </ul> <p><b><u>To learn:</u></b></p> <ul style="list-style-type: none"> <li>- That animals (including humans) grow and reproduce.</li> <li>- About the basic needs of animals for survival, including humans (water, food and air).</li> <li>- About the importance of eating the right amounts of different types of food, exercise and hygiene.</li> <li>- About ways we need to look after ourselves to stay healthy.</li> </ul>

History / Geography	Computer Science	Music and Drama	Religious Education
<p><b><u>Is life in the UK better now than 100 years ago?</u></b></p> <p>To explore what has changed and what has stayed the same throughout the last 100 years.</p> <p>Changes within living memory</p>	<p><b><u>Stay safe online and understand digital research</u></b></p> <p>To understand a digital footprint.            To use keywords to search for a website.            To judge if a website is appropriate.            To rate and review a website.            To identify kind and unkind behaviour online.            To talk confidently about how technology is used at school and home.            To talk confidently about technology used in the wider world.            To understand what the use of technology is.            To understand future possible technologies.</p>	<p><b><u>Carnival of the Animals</u></b></p> <p>To understand how settings/ animals are portrayed through music.            Composing their own pieces inspired by the Carnival of the Animals.</p> <p><b><u>Voices</u></b></p> <p>Learning how to use our voices expressively to portray different characters and emotions.</p>	<p><b><u>Rules and Routines</u></b></p> <p><b><u>To understand:</u></b></p> <ul style="list-style-type: none"> <li>- Why it is important to have rules.</li> <li>- That different religions have different rules and routines.</li> <li>- That it is important to respect everyone's ideas and beliefs.</li> <li>- The difference between a rule and a routine.</li> </ul> <p><b><u>To begin to think about:</u></b></p> <ul style="list-style-type: none"> <li>- Why Shabbat is important to Jews.</li> <li>- Why the Ten Commandments are important to Christians and Jews.</li> <li>- Why the Five Pillars of Islam are important to Muslims.</li> <li>- Why the 5Ks are important to Sikhs.</li> <li>- How humanists make decisions.</li> </ul>
French – Autumn term	PSHE	Art and Design / STEM	PE and Swimming
<p>Where is France?  <i>Why is it important to ask people how they are?</i>  <i>Why do we need to speak other languages?</i></p> <p><b><u>Recap Greetings:</u></b></p> <ul style="list-style-type: none"> <li>- hello and goodbye;</li> <li>- introduce themselves;</li> <li>- say if they are feeling good/bad/so-so;</li> <li>- count to 10;</li> <li>- say how old they are.</li> </ul> <p><b><u>Moi et ma Famille</u></b></p> <ul style="list-style-type: none"> <li>- Facial features</li> <li>- Family members</li> </ul>	<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"> <li>- Sharing and discussing our thoughts and feelings / emotions.</li> <li>- Accepting others and our differences.</li> <li>- Marvellous me!</li> <li>- Focus on working collaboratively.</li> </ul> <p><b><u>October:</u></b>            Black History Month            World Mental Health Day</p>	<p><b><u>How can I represent myself in Art?</u></b></p> <p><b><u>Self Portrait</u></b></p> <ul style="list-style-type: none"> <li>- To talk about artists' self-portraits in order to develop ideas about how they will portray themselves.</li> <li>- To portray an image of themselves through a self-portrait.</li> <li>- To investigate a range of drawing materials and techniques and learn how to use shading in their drawing.</li> <li>- To create mixed media portraits.</li> </ul> <p><b><u>DT / STEM</u></b></p> <p>Moving vehicles:</p> <ul style="list-style-type: none"> <li>- Design and make a moving vehicle – <i>Which type of axle / wheels allow it to move faster / better?</i></li> </ul>	<p><b><u>What makes us unique in Sport?</u></b></p> <ul style="list-style-type: none"> <li>- Individual vs Team Sports</li> <li>- Talents vs Skill</li> <li>- Attitude vs Behaviour</li> <li>- Experiences vs Passions</li> </ul> <p><b><u>Football Fundamentals (Ball Mastery)</u></b></p> <ul style="list-style-type: none"> <li>- How can I stop a ball with control using different parts of my foot?</li> <li>- How can I pass a ball with the inside of my foot (power vs accuracy)?</li> <li>- How can I dribble into a space, keeping the ball close to me?</li> <li>- How can I dribble the ball into a space, keeping my head up and the ball (awareness)?</li> <li>- How can I tackle another player and get the ball?</li> <li>- How can I play football, follow the rules fairly and show respect to others?</li> </ul> <p><b><u>Hockey (ball &amp; stick familiarisation)</u></b></p> <ul style="list-style-type: none"> <li>- How can you dribble a ball?</li> <li>- How can you pass and receive a ball over a short distance?</li> <li>- How can you pass the ball over a longer distance?</li> <li>- How can you pass and receive the ball when moving?</li> <li>- How can you tackle a player safely?</li> <li>- How can you hit a ball to score a goal?</li> </ul> <p><b><u>Swimming</u></b></p> <ul style="list-style-type: none"> <li>- Introduce/reaffirm pool safety/expectations off-site</li> <li>- Re-assessment/ recapping of basic strokes</li> <li>- Continuation of existing Swimming Levels</li> <li>- Main theme: Developing Technique</li> </ul>