



# Year 2 - Autumn 2 - 2024-25 Curriculum Overview

## Whole School Theme: Journeys and Discoveries

### Year 2 Inquiry: Journeys can help us discover new ideas

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>Discovery</p>

Maths – Entire Autumn Term	English	Science
<p><b><u>Addition and Subtraction</u></b>            Recap Fact Families and bonds within 20 / 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>Halving / doubling quickly</p> <p><b><u>Geometry: Shape</u></b>            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><b><u>Stories with familiar settings</u></b>            To write a rhyming poem  <i>The Further Adventures of the Owl and the Pussy Cat</i></p> <p><b><u>Non-fiction writing</u></b>            Setting descriptions, dialogue  <i>Shackleton's Journey</i></p> <p><b><u>SPaG</u></b>            Use conjunctions to join ideas in longer sentences.  <i>Compound: using 'and', 'or' and 'but'.</i>  <i>Subordination: using 'when', 'where', 'if', 'that' and 'because'.</i>            Adverbial phrases.</p> <p><b><u>Reading</u></b>            To focus on understanding what we read and making inferences.</p>	<p><b><u>How does using the right materials make a vehicle more efficient?</u></b></p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>

History / Geography	Computer Science	Music and Drama	Religious Education
<p><b>Do explorers learn as much from the journey as the destination?</b></p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Use basic geographical vocabulary to refer to:</p> <ol style="list-style-type: none"> <li>1. Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>2. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ol> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map.</p> <p><b>What did Shackleton (and others) learn from their journeys?</b></p> <p>Mainly covered in English lessons.</p>	<p><b>How does coding help us simulate movement?</b></p> <p><b>Turtle</b></p> <p>Children will be introduced to Turtle in order to gain familiarisation with the program and create movement.</p> <p>They will focus on creating basic movement and aesthetically pleasing patterns.</p>	<p><b>Music</b></p> <p>Be able to learn Nativity songs and sing confidently in an ensemble.</p> <p>Be able to add actions and movements to songs.</p> <p><b>Drama</b></p> <p>Be able to learn lines and act in character.</p> <p>Understand staging and where/when to exit.</p>	<p><b>What do people learn on pilgrimages?</b></p> <p>Exploring well-known pilgrimages from different religions and considering how pilgrimages represent both physical and spiritual journeys.</p> <p>Discussing and finding out what people learn about themselves and the world through pilgrimages.</p> <p>Pupils will have time to reflect on a journey they've taken, what they discovered and how it impacted them.</p>
French	PSHE	Design Technology	PE and Swimming
<p><b>Continue to practice greetings</b></p> <p>Hello/Goodbye</p> <p>How are you?/I am well/sad/so-so</p> <p>See you soon</p> <p><b>French Christmas</b></p> <p>Christmas vocabulary and French Christmas traditions.</p>	<p><b>What helps us with our journey through life?</b></p> <p><b>Safe Relationships</b></p> <p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour.</p> <p><b>Respecting ourselves and others</b></p> <p>Recognising things in common and differences; playing and working cooperatively; sharing opinions.</p>	<p><b>How does using the right materials make a vehicle more efficient?</b></p> <p><b>Design</b></p> <p>Design purposeful, functional, appealing products based on design criteria.</p> <p>Generate and communicate their ideas through drawing and templates.</p> <p><b>Make</b></p> <p>Select from and use a range of tools and equipment.</p> <p>Select from and use a wide range of materials and components according to their characteristics.</p> <p><b>Evaluate</b></p> <p>Explore and evaluate a range of existing products, evaluate their ideas and products against design criteria.</p>	<p><b>Netball</b></p> <p>Refine ball manipulation and control.</p> <p>To develop communication and teamwork.</p> <p>To understand court positions and basic rules.</p> <p>To show and link movements.</p> <p>To play a variety of modified games.</p> <p><b>Swimming</b></p> <p>Pupils will develop an understanding and ability to demonstrate the following core aquatic skills:</p> <ul style="list-style-type: none"> <li>- Entries and exits</li> <li>- Buoyancy and balance</li> <li>- Rotation and orientation</li> <li>- Streamlining</li> <li>- Aquatic breathing</li> <li>- Travel and coordination</li> <li>- Water safety</li> </ul>