



## Curriculum Overview

### Year 2 Autumn Term

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

text level

**Writing**

All writing genres can be applied at any time during the year regardless of the main teaching focus for each term.

Stories with familiar settings. Plan their writing by:

- Writing expanded noun phrases using a variety of adjectives
- Using question marks and capital letters and full stops correctly
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Instructions. Plan their writing by:

- Identifying and writing imperative verbs
- Creating an instruction from a statement by changing the verb
- Giving a new line to each instruction

Songs and repetitive poems. Plan their writing by:

- Reading and enjoying listening to poems
- Recognising simple repetitive language in poems
- Writing description
- Performing a poem with others

Traditional tales from other cultures. Plan their writing by:

Information texts. Plan their writing by:

- Exploring non-fiction texts giving information
- Using expanded noun phrases in the description
- Using the features of information pages in their own writing

Humorous poems. Plan their writing by:

- Practising and performing a poem with others
- Using adjectives and descriptive phrases to describe nouns

**Grammar, Punctuation and Spelling:**

- use capital letters, full stops and question marks
- form letters correctly

	<ul style="list-style-type: none"> <li>• spell high frequency words correctly – because, said, were, where, what, there, said</li> <li>• use past and present tense accurately</li> <li>• All standard 2 punctuation correctly used</li> </ul>
<p><b>Mathematics</b></p>	<p><b>Number, place value and rounding</b></p> <ul style="list-style-type: none"> <li>• count in steps of 2 and 5 from 0 and in tens from any number, forward and backward</li> <li>• recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>• identify, represent and estimate numbers using different representations, including the number line</li> <li>• compare and order numbers from 0 up to 100</li> <li>• read and write numbers to at least 100 in numerals</li> <li>• use place value and number facts to solve problems</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• compare and order lengths, mass, volume / capacity</li> <li>• compare and sequence intervals of time</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> </ul> <p><b>Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>• solve problems with addition and subtraction: <ul style="list-style-type: none"> <li>– <i>using concrete objects and pictorial representations, including those involving numbers, quantities and measures</i></li> <li>– <i>applying their increasing knowledge of mental methods</i></li> </ul> </li> <li>• recall and use addition and subtraction facts to 20 fluently</li> <li>• add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> <li>– <i>a two-digit number and ones</i></li> <li>– <i>a two-digit number and tens</i></li> </ul> </li> <li>• adding three one-digit numbers</li> </ul> <p><b>Geometry: properties of shapes</b></p> <ul style="list-style-type: none"> <li>• identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>• identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>• identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</li> </ul>

	<ul style="list-style-type: none"> <li>compare and sort common 2-D and 3-D shapes and everyday objects</li> </ul> <p><b>Geometry: position and direction</b></p> <ul style="list-style-type: none"> <li>order and arrange combinations of mathematical objects in patterns and sequences</li> </ul>
<b>Science</b>	<p><b>Biology</b></p> <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>describe the basic needs of humans and animals for survival</li> <li>know how they are affected by exercise</li> <li>understand the importance of eating the right amounts of different types of food</li> <li>plan and carry out investigations and know the importance of taking repeat findings</li> <li>present results in bar charts</li> </ul>
<b>Computing</b>	<ul style="list-style-type: none"> <li>have a clear understanding of algorithms as sequences of instructions</li> <li>convert simple algorithms to programs</li> <li>predict what a simple program will do</li> <li>spot and debug errors in their programs</li> <li>consider the technical and artistic merits of photographs</li> <li>use a digital camera or camera app</li> <li>take digital photographs</li> <li>review the images</li> <li>edit and enhance photographs</li> </ul>
<b>Creative Curriculum:</b>	<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. 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><b>Autumn 1: Journeys</b>  <b>Main Focus: History</b>  We will be exploring journeys through time. The children will investigate how transport has changed through time and how people influenced these changes. sequence photographs of transport in chronological order</p> <ul style="list-style-type: none"> <li>identify differences between way of life at these times</li> <li>compare two versions of a past event</li> <li>find an answer using different sources</li> </ul>

	<ul style="list-style-type: none"> <li>• select and record information</li> </ul>
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<b>Physical Education</b>	<p><b>Net and Wall games</b></p> <ul style="list-style-type: none"> <li>• show awareness of opponents and team-mates when playing games</li> <li>• perform basic skills of rolling, striking and kicking with more confidence</li> <li>• apply these skills in a variety of simple games</li> <li>• make choices about appropriate targets, space and equipment</li> <li>• use a variety of simple tactics</li> <li>• describe how their bodies work and feel when playing games</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• perform body actions with control and coordination</li> <li>• choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling</li> <li>• perform short dances, showing an understanding of expressive qualities</li> <li>• describe the mood, feelings and expressive qualities of dance</li> </ul>

**PSHE**

- 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