



Curriculum Overview

Year 2 Autumn Term

Subject	Content
Religious Education	<p>Old Testament Stories and Prayers</p> <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 <p>Sharing in the Life of Jesus</p> <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 <p>Advent</p> <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
Literacy	<p>Phonics:</p> <ul style="list-style-type: none">• recognise and use the long vowel sounds• add suffixes and understand how this changes a word and its meaning• change words from past to present tense and vice versa• single and plurals – rules for adding s• compound words <p>Reading:</p> <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

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

	<ul style="list-style-type: none"> compare and sort common 2-D and 3-D shapes and everyday objects <p>Geometry: position and direction</p> <ul style="list-style-type: none"> order and arrange combinations of mathematical objects in patterns and sequences
Science	<p>Biology</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	<ul style="list-style-type: none"> have a clear understanding of algorithms as sequences of instructions convert simple algorithms to programs predict what a simple program will do spot and debug errors in their programs consider the technical and artistic merits of photographs use a digital camera or camera app take digital photographs review the images edit and enhance photographs
Creative Curriculum:	<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>Autumn 1: Journeys Main Focus: History 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"> identify differences between way of life at these times compare two versions of a past event find an answer using different sources

	<ul style="list-style-type: none"> • select and record information
Creative Curriculum	<p>Autumn 2: Memories</p> <p>Main Focus: Art</p> <p>We will be exploring memories in our lives and of the past, how stories are passed on and enjoyed throughout the generations. The children will investigate how art creates a picture and memory through its message.</p> <ul style="list-style-type: none"> • talk about the work of an artist • use different size pencils, pens to draw and explore shape and pattern • draw shapes and pictures of landmarks • trace shapes to make a paper pattern • layer media • experiment with line, shape, pattern and colour • mix colours, shades and tones • manipulate clay • build a textured tile
Physical Education	<p>Net and Wall games</p> <ul style="list-style-type: none"> • show awareness of opponents and team-mates when playing games • perform basic skills of rolling, striking and kicking with more confidence • apply these skills in a variety of simple games • make choices about appropriate targets, space and equipment • use a variety of simple tactics • describe how their bodies work and feel when playing games <p>Dance</p> <ul style="list-style-type: none"> • perform body actions with control and coordination • choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling • perform short dances, showing an understanding of expressive qualities • describe the mood, feelings and expressive qualities of dance
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
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