

Year 2 - Mrs Barry Miss Vanos
Curriculum Overview
First Half of the Autumn Term 2021-2022

<u>English</u>	<u>Mathematics</u>	<u>Topic</u>	<u>Science</u>
<p>Non-Fiction: Non-Chronological Reports</p> <ul style="list-style-type: none"> • Make simple additions, revisions and corrections to writing by proof-reading to check for errors in spelling, grammar and punctuation • Explain how different types of writing, including narratives, are structured and apply this to their own and others' writing • Develop pleasure in reading, motivation to read, vocabulary and understanding by being introduced to non-fiction books that are structured in different ways • Read and discuss non chronological reports, identifying organisational features and presentation for various subjects • Retrieve and share information from reports 	<p>Number</p> <ul style="list-style-type: none"> • Compare and order numbers from 0 up to 100 • Recognise the place value of each digit in a two-digit number • Read and write numbers to at least 100 in numerals and in words • Identify, represent and estimate numbers using different representations • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations • Solve missing number problems <p>Measures</p> <ul style="list-style-type: none"> • Compare and sequence intervals of time • Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times 	<p>What is the weather like today?</p> <ul style="list-style-type: none"> • To be able to identify daily weather patterns in the United Kingdom. • To discuss, record and track the local weather over a period of time. • To be able to identify seasonal weather patterns in the United Kingdom. • To be able to identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques 	<p>Uses of Everyday Materials</p> <ul style="list-style-type: none"> • To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard. • To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • To look at how some materials change when they are heated or cooled. • To investigate different materials and their properties. - look at fair testing. • To find out about people who have developed useful new materials e.g. John Dunlop, Charles Macintosh and John McAdam <p style="text-align: center;"><u>RE</u></p>

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<ul style="list-style-type: none"> Investigate the language used in non-chronological reports Plan a report using headings, subheadings, key details, paragraphs and information Write their own non-chronological report <p>Poetry- Classic Poems</p> <ul style="list-style-type: none"> look at and discuss a selection of classic poems memorise and perform poems focusing on expression and characterisation identify features of poems, eg. rhyme, pattern and layout create their own poems based on a given starting point 	<p>Geometry</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 <p>Mental Maths</p> <ul style="list-style-type: none"> Recall and use addition and subtraction facts to 20 and 100 Learn facts fluently up to 20 Recall and use all multiplication and division facts for the 2, 5 and 10 multiplication tables, Recognise odd and even numbers Count in steps of 2, 3, and 5 from 0, 	<p>in using colour, pattern, texture, line, shape, form and space.</p> <ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To be able to identify seasonal and daily weather patterns in the United Kingdom. To be able to identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 	<p>What Does the Lord's Prayer Mean?</p> <ul style="list-style-type: none"> To understand God as "Father" in the Lord's Prayer To remember part of The Lord's Prayer & understand trust in the prayer. To talk about what is special to them & compare it with other people. To understand forgiveness in prayer & to show respect to others ideas & feelings. To understand what Christians mean by temptation. To understand praise & eternity in the Lord's Prayer & to identify what they are thankful for. To remember & understand the meaning behind the Lord's Prayer and to show respect to others ideas & feelings
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<u>PE</u>	<u>Music</u>	<u>Computing</u>	<u>RSHE</u>
<p>Games</p> <ul style="list-style-type: none"> • To be confident and safe in the spaces used to play games • To improve the way they coordinate and control their bodies using a range of equipment • To recognise good quality in performance • To choose, use and vary simple tactics • To remember, repeat and link combinations of skills 	<p>Hands, Feet and Heart</p> <ul style="list-style-type: none"> • How to listen to music. • To sing the song. • To understand the geographical origin of the music and in which era it was composed. • To experience and learn how to apply key musical concepts / elements, e.g. finding a pulse, clapping a rhythm, use of pitch. • To work together in a band/ensemble. • To develop creativity through improvising and composing within the song. • To recognise the style of the music and to understand its main style indicators. • To understand and use general musical vocabulary and specific vocabulary linked to the song. 	<p>Creating pictures</p> <ul style="list-style-type: none"> • Understand that technology can be used to create pictures • building on skills including correcting mistakes and exploring alternatives; • Use simple mark making tools • Use the flood fill tool • Selecting a straight line, spray and geometric shapes • Children will also be introduced to saving work 	<p>Relationships</p> <ul style="list-style-type: none"> • Making friends • Feeling lonely • Getting help • Managing secrets • Resisting pressure and getting help • Recognising hurtful behaviour • Recognising things in common and differences • Playing and working cooperatively • Sharing opinions