



# Curriculum Map for Year 2 Autumn Term

## CORE SUBJECTS

### RE

#### Come and See

*Children will know...*

##### **Beginnings: God at every beginning**

The story of creation: God made the world (Genesis 1: 39, 20, 24-26).

God made us and loves us.

##### **Signs & Symbols in Baptism**

The Rite of Baptism.

The signs and symbols used in Baptism.

Christians follow the light of Christ.

##### **Preparations Advent; preparing to celebrate Christmas**

Advent is four weeks of preparation for the celebration of Jesus at Christmas.

The annunciation, The visitation and The Nativity (Luke 1 and 2).

Jesus comes to us as God's gift because he loves us.

##### **Children will be able to..**

Recognise and retell some religious stories.

Recognise some religious signs and symbols and uses some religious words and phrases.

Recognises that people because of their religion act in a particular way.

Ask and respond to questions about their own and others' experiences and feelings.

#### World Faiths

##### Judaism: Shabbat

*Children will know...*

The most important day of the week is Shabbat.

Jews remember the seventh day of creation on which God rested.

Jews stop working and make time for God and family life and everyone plays a part in the ritual at home.

#### Faith development

*Children will know...*

*Children will be able to...*

Plan a class Liturgy

Pray reflectively

### English - Reading

#### Mechanics (Phonics)

*Children will be able to...*

Apply phonic knowledge and skills to automatically decode words and accurately read books aloud.

Read high frequency words and common exception words quickly and accurately at sight.

Recognise alternative sounds for graphemes.

Read words of two or more syllables.

Read words containing common suffixes.

#### For meaning

*Children will be able to...*

Retell stories and poems.

Discuss the sequence of events in books.

Answer questions about unfamiliar texts.

Predict what might happen on the basis of what has been read.

Make inferences on the basis of what is being said and done.

Explain how fiction and non-fiction books are structured in different ways.

Clarify the meaning of words by linking new meanings to known vocabulary.

Express views about a wide range of poetry, stories and non-fiction.

#### For enjoyment (Opportunities)

*Children will know...*

How to use the library.

Read on a variety of media.

*Children will be able to...*

Discuss their favourite books and authors.

Read for pleasure.

### English - Writing

#### Mechanics

*Children will be able to...*

Segment words into phonemes and represent these by graphemes.

Spell common exception words.

Spell words with contracted forms, e.g. don't can't

Add suffixes to spell words correctly, e.g. -ment, -ness, -ful, -less, -ly

Use diagonal and horizontal strokes needed to join letters.

Write capital letters, lower case letters and digits of the correct size and orientation.

Use spacing between words correctly.

#### Authorship

##### **Narrative:**

Stories with a familiar setting: Focusing on the books of Shirley Hughes

Traditional Tales

##### **Non-Fiction:**

Report Writing: based on our Topic *The Great Fire of London*.

Explanation: Frog Life cycle

##### **Poetry:**

Nonsense poems

#### Accuracy as a writer

*Children will be able to...*

Demarcate sentences with capital letters, full stops, question marks and exclamation marks.

Use sentences with different forms: statements, questions, exclamations and commands.

Use expanded noun phrases.

Use present and past tense correctly.

Use co-ordination (or / and / but) and subordination (when / if / that / because).

### Maths

#### Number

*Children will be able to...*

Use the < > = signs to compare and order numbers.

Count in twos, threes, fives and tens from 0.

Read and write numbers correctly in numerals up to

Use number bonds and related subtraction facts within 20

Partition two-digit numbers into different combinations of tens and ones.

Recall doubles and halves to 20

#### Calculation

*Children will be able to...*

Add and subtract a two-digit number and ones and a two-digit number

Add 2 two-digit numbers within 100

Use estimation to check that their answers to a calculation are

Subtract mentally a two-digit number from another two-digit number

Recognise the inverse relationships between addition and subtraction

Recall and use multiplication and division facts for the 2, 3, 5 and 10 multiplication tables to solve simple problems

Identify Fractions 1/3, 1/4, 1/2, 2/4, 3/4 and know that all parts must be equal parts of the whole.

#### Shape & Space, Measure and Data Handling

*Children will be able to...* Use different coins to make the same amount

Read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are

Read the time on the clock to the nearest 15 minutes.

Recognise and name triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres from a group of shapes or from pictures of the shapes

Describe properties of 2-D and 3-D shapes e.g. sides, vertices, lines of symmetry, edges and faces

#### Use and application

Solve problems related to patterns and sequences.

Use mathematical language to describe patterns. Select the mathematical skills needed to for an investigation.

### Science

#### Scientific Knowledge

##### **Materials**

*Children will know...*

How to identify everyday materials

How to describe properties of materials

How to identify materials suitable for a purpose

##### **Animals, including humans**

*Children will know...*

That animals, including humans, have offspring which grow into adults

The basic needs of animals, including humans, for survival (water, food and air)

The importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

#### Scientific Skill

##### **Materials**

*Children will be able to...*

Suggest a cause for an effect

Select a variable to test from a list

Follow short written instructions

##### **Animals, including humans**

*Children will be able to...*

Link science facts to the work I am doing

Remember science words used before

Record in words & numbers

## FOUNDATION SUBJECTS

### Humanities (History & Geography)

#### The Great Fire of London

*Children will know...*

Find out about the Great Fire of London and St Paul's Cathedral.

Learn about fire fighting during the Great Fire of London.

Understand what happened as a result of the fire.

Find out about houses in the 17<sup>th</sup> Century.

Understand the strengths and weaknesses of eyewitness accounts of the fire. E.g. Samuel Pepys

Name and locate London on a map of England

Identify characteristics of London compared to our local area.

*Children will be able to...*

Identify similarities and differences between ways of life in different periods.

Use words relating to the passing of time and a wide vocabulary of everyday historical terms.

To understand historical concepts such as continuity and change.

Compare different sources of information about the fire.

Uses maps to identify locations

Use aerial photographs to recognise human and physical features

### Art & Design Technology

#### The Great Fire of London

*Children will know...*

Design purposeful, functional, appealing products.

Create Great Fire of London souvenirs.

To understand where food comes from.

Make a junk model Cathedral.

Examine paintings and sculptures and use them to develop their ideas about St Paul's Cathedral.

Use shape and form when making clay models.

Use potato printing to make a piece of abstract art.

Learn about abstract art.

Compare their own work to Paul Klee's work

*Children will be able to...*

Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups + ICT.

Select from and use a range of tools and equipment to perform practical tasks.

Select from and use a range of materials, including textiles according to their characteristics.

Build structures, exploring how they can be made stronger, stiffer and more stable..

Develop ideas through talking and mock-ups.

To use the basic principles of a healthy and varied diet to prepare dishes.

Use drawing and imagination to develop their ideas of 17<sup>th</sup> Century London.

Use tone, pattern, line and shape in pictures.

Use drawing and imagination to develop their ideas about St Paul's Cathedral.

Use tone, pattern, line, and shape in charcoal pictures.

### ICT and Computing

#### E-Safety

*Children will be able to...*

Use technology safely and respectfully.

Name other uses for information technology outside school.

Understand the importance of keeping personal information private.

Understand where to go for help and support when he have concerns about online content

Computer Science

Understand algorithms.

Understand how algorithms are implemented as programs on digital devices.

Understand that programs work by following precise instructions.

Create simple programs.

Debug simple programs.

Use logical reasoning to predict the behaviour of simple programs.

### Music

#### Great Fire of London

*Children will be able to...*

Experiment with songs and chants and know that they can be based on historical events.

Explore the use of dynamics, tempo, beat and pitch.

Use tuned and un-tuned instruments creatively.

Explore, choose, organise sounds and musical ideas.

Listen to and react to recorded music.

*Music Express: The Long and Short of it.*

Recognise long and short sounds and make longer and shorter sounds with their voices

Perform long and short sounds in response to symbols

Respond to long and short sounds through movement

How to make sounds of different duration on untuned percussion instruments

How to use instruments to create sequences of long and short sounds

### PE

#### Games: Rolling

*Children will be able to...*Be aware of the space around them in order to play the game safely.

Play games with developing coordination and control of their bodies, and equipment.

Apply learned skills to game play.

Participates in team games.

Develop an understanding of tactics.

Explain why exercise is good for them.

Describe the effect exercise has on his body.

Understand what it means to be a good team player.

#### Dance: Weather and the Seasons

*Children will be able to...*

Explore different movement.

Move safely and with awareness of own space, and that of others.

Respond imaginatively to a stimulus.

Change speed, level and direction.

Copy movement.

Link movement with control and expression.

Work independently, or with others.

Can describe the effects of dance on his body.

### Languages

*Children will know...*

Numbers from 1-20.

Colours.

Days of the week/seasons/months of the year.

*Children will be able to...*

Use simple greetings

Introduce themselves (name, age and where they live)

Join in with simple songs and games.

## EXTENDED LEARNING OPPORTUNITIES

### ICT

Use imovie to make a Great Fire of London Documentary .

### Arts and Culture (inc. visits/vistors)

Discovery Museum Visit: Great Fire of London workshop.

Theatre Royal Panto Visit.

### RRSA & Global Citizenship

Learn about rights and responsibilities during RE, Topic and Science.

### Outdoor Learning

Forest School: Exploring Flora and Fauna in school.

Curriculum links: Science, DT and Art.

### Sport and Exercise

Sporting Break activities: Skipping, throwing and catching.

Cycling Generation workshops.