

Cycle A

Year 2 Curriculum Map – Autumn Term 1

Well Being:

As **Mindful Learners** we will be introducing the theme of families and relationships and understanding that they are varied and need to be respected.

As **Athletes** we will be using tactics and strategy to outwit opponents during invasion games.

As **Dancers** we will be composing, performing and analysing dance using visual media.

As **Members of Society** we will be learning about exploring the roles of the bully, victim and bystander.

As **Open-Minded Learners** we will be considering what it is like for Muslims in Britain and specific aspects of their life.

World:

As **Scientists** we will be building on our knowledge of forces and mechanisms from previous years and deepening our understanding of gravity, resistance and friction and gears and pulleys.

As **Linguists** we will learning to use BSL. We will start with greetings and finger spelling.

As **Geographers** we will be learning about why population changes and the different causes for this.

As **Communicators** we will be focusing on the importance of Online Safety, as well as understanding how a blog can be used.

Future:

As **Readers** we will continue to decode and understand new words, develop strategies to overcome areas of uncertainty, read and discuss a broad range of genres and texts, identify and discuss themes within a book, and understand and using VIPERS skills in preparation for Secondary School.

As **Writers** we will be writing for a range of audiences and purposes including: Writing for suspense, instructions, dialogue, persuasive arguments and explanations.

As **Mathematicians** we continue to develop a strong conceptional understanding of the fundamentals of maths. As well as becoming resilient and confident learners who can apply their mathematical knowledge to real life concepts.

As **Musicians** we will be singing in unison and exploring melodies and harmonies, this will be done to an audience.

As **Technicians** we will be designing and creating a waistcoat in textiles.

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ENGLISH: (Writing):

English Book Focus –

Texts: The Giant jam sandwich; Rapunzel, selection of list poems

- Retelling traditional tales – including story language
- Instructions including diagrams
- Recounts
- List poems
- First person
- Adverbs
- Improve handwriting
- Capital letters and full stops
- Reading: use phonics to read unknown words
- Read common and high frequency words
- Sequence events from stories
- Retrieve information
- Make predictions

ENGLISH: (Reading):

English Book Focus

Maths:

Place Value

- Counts in 2s, 3s, 5s and 10s
- Read, write and recognise numbers to 100 and recognise tens and ones
- Represent numbers to 100
- Tens and ones using addition
- Tens and ones using the part whole model
- Compare object and numbers
- Order objects and numbers

Addition & Subtraction:

- Fact families – addition and subtraction bonds to 20
- Compare number sentences
- Related facts
- Bonds to 100 (tens)
- Add and subtract 1s
- 10 more and 10 less
- Add and subtract 10s
- Add a 2-digit and 1-digit number
- Subtract a 1-digit number from a 2-digit number

Phonics / Spelling / Handwriting:

Little Wandle

Phase 5 review moving to Bridge to spelling

Autumn 1 Handwriting

Teaching Route D – continuous cursive

Bottom exit joins

Top exit joins

Capital letters – straight lines and curved lines

ACTIVE Maths:

Place Value

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SCIENCE:

Local Habitats

- Explore and compare the differences between things that are living, dead and things that have never been alive
- Identify different habitats and describe how they provide for the basic needs of animals and plants
- Identify and name a variety of plants and animals in their habitats, including micro-habitats
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain

HUMANITIES – Geography

What is it like here?

- Recognising some physical features in their locality.
- Recognising some human features in their locality.
- Using an atlas to locate the UK.
- Using directional language to describe the location of objects in the classroom and playground.
- Using directional language to describe features on a map in relation to other features (real or imaginary).

COMPUTING:

Online safety units covered at the beginning of the year and throughout the year when needed.

Introduction to Purple Mash Introducing Purple Mash and the essential skills for the year 2 scheme units.

Developing mouse skills and ICT skills using the creative 2DIY tools in Purple Mash

ART/DESIGN & TECHNOLOGY:

Art: Exploring line and shape

- Identify that some shapes are organic
- Connect lines to create shapes
- Use and recognise different types of lines when drawing shapes
- Identify basic shapes in everyday objects and artworks
- Talk about what they like or dislike
- Use shapes to draw a face

RELIGIOUS EDUCATION:

What does it mean to belong to a faith community?

- To think about belonging, how religious people show they belong to a faith community.
- They will learn about ways babies are welcomed in religions and promises made at weddings.
- They will think about their own network of belonging and how we all belong to someone.

PHYSICAL EDUCATION (Dance / Gymnastics):

Gymnastics – travelling

PHYSICAL EDUCATION (Games / Swimming):

Games – Bouncing and catching

PSHE:

Families and Relationships

- Explore how families can be different, the characteristics and impact of positive friendships
- learning that issues can be overcome, people show feelings differently and that stereotyping is unfair. Looking at the conventions of manners and developing an understanding of self-respect.

MUSIC:

Children will be studying and learning songs from Charanga.

BRITISH SIGN LANGUAGE: (Pilot year)

- Greetings
- Finger spelling- names
- School/classroom signs
- Transport
- Affirmation signs