

Cycle A

Year 2 Curriculum Map – Autumn Term 2

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: Polar Express; Little Red; Monsters – An Owner's Guide

- Explanations.
- Vocabulary building
- Setting descriptions
- Re-tell stories
- Build vocabulary
- 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):

Little Wandle phonics and fluency groups – 3 times a week

Maths:

Addition & Subtraction:

- Add two 2-digit numbers (crossing and not crossing ten boundary)
- Subtract a 2 -digit number from a 2-digit number (crossing and not crossing ten boundary)
- Find and make number bonds (bonds to 100)
- Add three 1-digit numbers

Money:

- Recognise coins and notes
- Count money-pence, pounds, notes and coins
- Select money
- Make the same amount
- Compare money
- Find the total
- Find the difference/change
- Two-step problems

Multiplication and Division:

- Make equal groups.
- Add equal groups.
- Make arrays.

Time:

- Telling time to o'clock, half past, quarter past and quarter to.

Phonics / Spelling / Handwriting:

Finishing Phase 5 recap

Moving on to Bridge to spelling

Handwriting -

ACTIVE Maths:

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SCIENCE:

Growing up (animals and humans)

Animals including Humans

- Notice that animals, including humans, have offspring which grow into adults.
- Find out about and describe the basic needs of animals, including humans, for survival.
- Describe the importance for humans for exercise, eating the right amounts of different types of food, and hygiene.

HUMANITIES - History:

(History taught next half-term)

How am I making history?

- Use terms before and after with timelines
- Talk about three memories and place them on a timeline
- Explain why memories are special and talk about events through the year

COMPUTING:

. Using a digital art tool to create art in different traditional art styles.

ART/DESIGN & TECHNOLOGY:

Textiles: Making a stocking

- Select from and use a range of tools and equipment
- Design purposeful, functional, appealing products for themselves or other users based on design criteria
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics.

RELIGIOUS EDUCATION:

Who is a Christian and what do they believe part 1.
This unit enables pupils to begin to understand what Christians believe about God and about Jesus as the Son of God. This unit looks at stories about Jesus and stories that Jesus told.

PHYSICAL EDUCATION (Dance / Gymnastics):

Dance –Simple movement patterns

PHYSICAL EDUCATION (Games / Swimming):

Games: Travelling with the ball

PSHE:

Health and Well Being

Understanding emotions, identifying our strengths and qualities, learning why we wash our hands and how to do so effectively, learning about the importance of sleep and relaxation for our wellbeing, learning how to stay safe in the sun and deal with allergic reactions, thinking about the people who help to keep us healthy.

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