



Year 2
Parent Curriculum Information
Autumn Term 2023

English

Autumn 1	Autumn 2
Class Novel: The Stinky Cheeseman and other Fairly Stupid Tales	Class Novel: Marv and the Mega Robot
Text: The Lonely Beast (Chris Judge) Main Outcomes: Character description Text: Little Red (Bethan Woolvin) Main Outcomes: Narrative re-telling Performance Poem: Revolting Rhymes – Little Red Riding Hood (Roald Dahl) Poetry Form: Narrative / hyme Text: The Slime Book Main Outcomes: Instructions	Text: The Proudest Blue / The Kindest Red Main Outcomes: Letter to the character Text: Vlad and the Great Fire of London Main Outcomes: Recount of what Vlad experienced Text: How Santa Really Works (Alan Snow) Main Outcomes: Explanation text

Children will learn key objectives from the Year 2 national curriculum through these units of work. They will develop skills in reading comprehension, writing, vocabulary, grammar, punctuation and handwriting. In addition, children will have daily Sounds Write sessions to further develop their phonic knowledge, reading and spelling skills.

Mathematics

Number: Place Value	Number: Addition and Subtraction	Geometry: Shape
<ul style="list-style-type: none"> • Numbers to 20 • Count objects to 100 by making 10s • Recognise tens and ones • Use a place value chart • Partition numbers to 100 • Write numbers to 100 in words • Flexibly partition numbers to 100 • Write numbers to 100 in expanded form • 10s on the number line to 100 • 10s and 1s on the number line to 100 • Estimate numbers on a number line • Compare objects • Compare numbers • Order objects and numbers • Count in 2s, 5s and 10s • Count in 3s 	<ul style="list-style-type: none"> • Bonds to 10 • Fact families - addition and subtraction bonds within 20 • Related facts • Bonds to 100 (tens) • Add and subtract 1s • Add by making 10 • Add three 1-digit numbers • Add to the next 10 • Add across a 10 • Subtract across 10 • Subtract from a 10 • Subtract a 1-digit number from a 2-digit number (across a 10) • 10 more, 10 less • Add and subtract 10s • Add two 2-digit numbers (not across a 10) • Add two 2-digit numbers (across a 10) • Subtract two 2-digit numbers (not across a 10) • Subtract two 2-digit numbers (across a 10) • Mixed addition and subtraction • Compare number sentences • Missing number problems 	<ul style="list-style-type: none"> • Recognise 2-D and 3-D shapes • Count sides on 2-D shapes • Count vertices on 2-D shapes • Draw 2-D shapes • Lines of symmetry on shapes • Use lines of symmetry to complete shapes • Sort 2-D shapes • Count faces on 3-D shapes • Count edges on 3-D shapes • Count vertices on 3-D shapes • Sort 3-D shapes • Make patterns with 2-D and 3-D shapes <p>Measurement: Time</p> <ul style="list-style-type: none"> • O'clock and half past • Quarter past and quarter to • Tell the time past the hour • Tell the time to the hour

Science	
<p>Animals including Humans</p> <ul style="list-style-type: none"> • 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 (water, food and air) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p>Plants</p> <ul style="list-style-type: none"> • Observe and describe how seeds and bulbs grow into mature plants. • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
Geography	
<p>Mapping the North East</p> <ul style="list-style-type: none"> • Use the eight points of the compass to navigate around a map and use a map of their local area to explore features. • Consider the difference between rural and urban areas and identify whether they live in a rural or urban area. • Devise a simple map of human and physical features and use points of the compass to describe their location. <p>Locational knowledge</p> <ul style="list-style-type: none"> • Identify key characteristics of the four countries of the United Kingdom 	<p>History</p> <p>The Great Fires of London and Gateshead / Newcastle (Events beyond living memory)</p> <ul style="list-style-type: none"> • Identify when the Great Fires of London and Gateshead / Newcastle happened. • Recognise why and how the fires started. • Describe how London and Gateshead / Newcastle changed because of the fires. • Explore the similarities and differences between the Great Fires of Gateshead / Newcastle and London.
Religious Education (RE)	
<p>Christianity: What did Jesus teach?</p> <p><i>Is it possible to be kind to everyone all of the time?</i></p> <ul style="list-style-type: none"> • Engage with stories and extracts from religious literature and talk about their meanings • Explain how Jesus coming to the world shows Christians how they could love/help people and the world • Explain the Christian belief that God gave Jesus to the world to rescue/save it 	<p>Christianity: Christmas</p> <p><i>Why do Christians believe God gave Jesus to the world?</i></p> <ul style="list-style-type: none"> • Explore stories about the lives and teachings of key religious figures • Recall events in the Christmas story and start to explain that Christians believe Jesus was a gift from God. • Consider how Christians prepare and look forward to Christmas to celebrate the birth of Jesus
Computing	
<p>Computing Systems and Networks: What is a computer?</p> <ul style="list-style-type: none"> • Recognise common uses of information technology beyond school • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Use logical reasoning to predict the behaviour of simple programs <p>Online Safety: What happens when I post online?</p> <ul style="list-style-type: none"> • Explain what online information is • Know what is safe to share online • Know who to talk to if something is shared that makes me feel sad or worried 	<p>Computing Systems and Networks: Word Processing</p> <ul style="list-style-type: none"> • Using their developing word processing skills, pupils write simple messages to friends and learn why we must be careful about who we talk to online • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Recognise common uses of information technology beyond school • Use technology safely and respectfully, keeping personal information private <p>Online Safety: How do I keep my things safe online?</p> <ul style="list-style-type: none"> • Know what passwords are for • Explain how to create a strong password • Know what information is private and can explain how I can keep this private

Physical Education (PE)	
<p>Ball Skills</p> <ul style="list-style-type: none"> • Provide feedback using key words • Begin to understand and use simple tactics • Dribble a ball with hands and feet with some control • Roll and throw a ball to hit a target • Send and receive a ball using both kicking and throwing and catching skills • Track a ball and collect it • Work co-operatively with a partner and a small group <p>Dance</p> <ul style="list-style-type: none"> • Begin to provide feedback using key words • Copy, remember, repeat and create dance phrases • Describe how their body feels during exercise • Show a character and idea through the actions and dynamics chosen • Use counts to stay in time with the music • Work with a partner using mirroring and unison in the actions • Show confidence to perform 	<p>Invasion games</p> <ul style="list-style-type: none"> • Describe how their body feels during exercise • Dodge and find space away from the other team • Move with a ball towards a goal • Dribble a ball with hands and feet • Stay with another player to try and win the ball • Know how to score points and remember the score • Know who is on the team and attempt to send a ball to them <p>Fundamentals</p> <ul style="list-style-type: none"> • Begin to provide feedback using key words • Begin to turn and jump in an individual skipping rope • Describe how the body feels during exercise • Show balance when changing direction • Show hopping, skipping and jumping movements with some balance and control • Work co-operatively with a partner and a small group • Show balance and co-ordination when running at different speeds
Art	Design Technology
<p>Formal Elements of Art</p> <ul style="list-style-type: none"> • Exploring the formal elements of art: pattern, texture and tone. • Create printed patterns using everyday objects. • Take rubbings using different media. • Learn how to make their drawings three dimensional. 	<p>Structures: Baby bear's chair</p> <ul style="list-style-type: none"> • Identify man-made and natural structures. • Identify stable and unstable structural shapes. • Contribute to discussions. • Identify features that make a chair stable. • Work independently to make a stable structure, following a demonstration. • Explain how their ideas would be suitable for Baby Bear. • Produce a model that supports a teddy, using the appropriate materials and construction techniques. • Explain how they made their model strong, stiff and stable.
Music	PSHE+C
<p>Musical Me</p> <ul style="list-style-type: none"> • Singing and playing untuned instruments at the same time • Playing a melody from letter notation • Repeating a melody by ear <p>Graphic Scores: Myths and Legends</p> <ul style="list-style-type: none"> • Singing songs from memory with confidence and accuracy • Recognising structural features – understanding how timbre, dynamics and tempo affect the mood of a song • Layering instrumental and vocal sounds and patterns within a given structure 	<p>Being Me in My World</p> <ul style="list-style-type: none"> • Hopes and fears for the year • Rights and responsibilities • Rewards and consequences • Safe and fair learning environment • Valuing contributions • Choices • Recognising feelings <p>Celebrating Difference</p> <ul style="list-style-type: none"> • Assumptions and stereotypes about gender • Understanding bullying • Standing up for self and others • Making new friends • Gender diversity • Celebrating difference and remaining friends