

# Year 2 Autumn 1 Curriculum Planning

## Maths

### Number: Place Value

- Read and write numbers initially from 1 to 20 and then to at least 100 in numerals and in words.
- Recognise the place value of each digit in a two-digit number (tens, ones).
- Identify, represent and estimate numbers using different representations, including the number line.
- Compare and order numbers from 0 up to 100; use <, > and = signs.
- Use place value and number facts to solve problems.
- Count in steps of 2, 3, 5 and 10 from 0 or 1 and in tens from any number, forward and backward.

### Number: Addition and Subtraction

- Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: One-digit and two-digit numbers to 20, including zero. A two-digit number and ones. A two-digit number and tens. Two two-digit numbers. Adding three one-digit numbers.
- Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
- Solve one-step problems with addition and subtraction: Using concrete objects and pictorial representations including those involving numbers, quantities and measures.
  - Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

## Geography

### Investigate places

- Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).
- Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Name and locate the world's continents and oceans.

### Communicate geographically

- **key physical features**, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.
- **key human features**, including: city, town, village, factory, farm, house, office and shop.

## English

### Reading – Understand text

- Discuss events.
  - Predict events.
  - Link reading to own experiences and other books.
  - Join in with stories or poems.
  - Check that reading makes sense and self-correct.
  - Infer what characters are like from actions
- Ask and answer questions about texts.

- Discuss favourite words and phrases.
- Listen to and discuss a wide range of texts.
- Recognise and join in with (including role-play) recurring language.
- Explain and discuss understanding of text.
- Discuss the significance of the title and events.
- Make inferences on the basis of what is being said and done.

### Writing – narrative, non-fiction & poetry Composition

- Say first and then write to tell others about ideas.
- Write for a variety of purposes.
- Plan by talking about ideas and writing notes.
- Use some of the characteristic features of the type of writing used.
- Write, review and improve.

- Use well-chosen adjectives to add detail.
- Use names of people, places and things.
- Use well-chosen adjectives.
- Use nouns and pronouns for variety.
- Use adverbs for extra detail.

- Re-read writing to check it makes sense.
- Use the correct tenses.
- Organise writing in line with its purpose.

- Write about more than one idea.
- Group related information.

- Write so that other people can understand the meaning of sentences.
- Sequence sentences to form clear narratives.
- Convey ideas sentence by sentence.
- Join sentences with conjunctions and connectives.
- Vary the way sentences begin.

## Science

### Work scientifically

- Ask simple questions.
- Observe closely, using simple equipment.
- Perform simple tests.
- Identify and classify.
- Use observations and ideas to suggest answers to questions.
- Gather and record data to help in answering questions.

### Understand animals and humans

- Identify and name a variety of common animals.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
  - Describe and compare the structure of a variety of common animals.
  - Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

### Investigate living things

- Explore and compare the differences between things that are living, that are dead and that have never been alive.
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.
- 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, and identify and name different sources of food.

## Computing

### Connect

- Participate in class social media accounts.
- Understand online risks and the age rules for sites.

### Communicate

Use a range of applications and devices in order to communicate ideas, work and messages.

### Collect

- Use simple databases to record information in areas across the curriculum

## History

### Investigate and interpret the past

- Observe or handle evidence to ask questions and find answers to questions about the past.
- Ask questions such as: What was it like for people? What happened? How long ago?
- Use artefacts, pictures, stories, online sources and databases to find out about the past.
- Identify some of the different ways the past has been represented.

### Understand chronology

- Place events and artefacts in order on a time line.
- Label time lines with words or phrases such as: past, present, older and newer.
- Recount changes that have occurred in their own lives.
- Use dates where appropriate.

### Communicate historically

- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.
- Show an understanding of the concept of nation and a nation's history.
- Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.

## Art and design

### Develop ideas

- Respond to ideas and starting points.
- Explore ideas and collect visual information.
- Explore different methods and materials as ideas develop.

### Master techniques

#### Painting

- Use thick and thin brushes.
- Mix primary colours to make secondary.
- Add white to colours to make tints and black to colours to make tones.
- Create colour wheels.

#### Drawing

- Draw lines of different sizes and thickness.
- Colour (own work) neatly following the lines.
- Show pattern and texture by adding dots and lines.
- Show different tones by using coloured pencils.

#### Digital Media

- Use a wide range of tools to create different textures, lines, tones, colours and shapes.

### Take inspiration from the greats

- Describe the work of notable artists, artisans and designers.
- Use some of the ideas of artists studied to create pieces.

## DT

### Master practical skills

#### Materials

- Cut materials safely using tools provided.
- Measure and mark out to the nearest centimetre.
- Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).
- Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).

#### Computing

- Model designs using software.

### Design, make, evaluate and improve

- Design products that have a clear purpose and an intended user.
- Make products, refining the design as work progresses.
- Use software to design.

Outside learning: School grounds

## P.E. - Games

**Develop practical skills in order to participate, compete and lead a healthy lifestyle**

- Use the terms 'opponent' and 'team-mate'.
- Use rolling, hitting, running, jumping, catching and kicking skills in combination.
- Develop tactics.
- Lead others when appropriate.

## Vocabulary

continent democratic

ocean/seas

archipelago saline

capital government

population

emblem united

monarchy

## Music

### Perform

- Take part in singing, accurately following the melody.
- Follow instructions on how and when to sing or play an instrument.
- Make and control long and short sounds, using voice and instruments.
- Imitate changes in pitch.

### Compose

- Create a sequence of long and short sounds.
- Clap rhythms.
- Create a mixture of different sounds (long and short, loud and quiet, high and low).
- Choose sounds to create an effect.
- Sequence sounds to create an overall effect.
- Create short, musical patterns.
- Create short, rhythmic phrases.

### Transcribe

- Use symbols to represent a composition and use them to help with a performance.

### Describe music

- Identify the beat of a tune.
- Recognise changes in timbre, dynamics and pitch.

## R.E.

### Christianity

What do religious people say God is like? (Main focus Christianity but bring in examples from Hinduism and Islam as a comparison)

### Key vocabulary

God, Jesus, Bible, idol, idolatry, worship

### Smaller questions

What is God like?  
How do Christians find out about God?  
What do Christians believe about God?  
How does Christian belief in God inspire their lives?  
How does Christian worship reflect what God is like?  
What do Hindus and Muslims believe about God?

### Core knowledge from Syllabus:

Concept: God; The life and teachings of Jesus; The Bible as a sacred text for Christians; Key vocabulary; The importance of worship gatherings; Make links between belief and behaviour

## PSHE/ RHSE

### Caring friendships

How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Secret; Surprised; Excited; Worried

### Mental wellbeing

That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

Bullying; Power imbalance; Repetitive; Purpose.

## Trips/ Guests

Zoo Lab

Sandringham or

Houghton Hall