

# Autumn 2 Curriculum Planning

## 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.
- Use aerial images and plan perspectives to recognise landmarks and basic physical features.
- 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.

### Investigate Patterns

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.
- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

### Communicate Geographically

- Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.

## Maths

Continuation of number: addition and subtraction from Aut 1

### Measurement: Money

- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
- Find different combinations of coins that equal the same amounts of money.
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

### Number: multiplication and division

- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables.
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs.
- Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
- Solve problems involving multiplication and division using mental methods.

## 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 texts.
- 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.

### Investigate living things

- 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.
- 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.

### Understand light and seeing

- *Observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light travels from them to our eyes.*

### Understand the Earth's movement in space

- *Observe the apparent movement of the Sun during the day.*
- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.

Y2 – Starry Night

# Computing

## Code

### Motion

- Control motion by specifying the number of steps to travel, direction and turn.

### 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.

## Build an overview of the World

- Describe historical events.
- Describe significant people from the past.
- Recognise that there are reasons why people in the past acted as they did.

## 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

### Collage

- Use a combination of materials that are cut, torn and glued.
- Sort and arrange materials.
- Mix materials to create texture.

### Sculpture

- Use a combination of shapes.
- Include lines and texture.
- Use rolled up paper, straws, paper, card and clay as materials.
- Use techniques such as rolling, cutting, moulding and carving

### 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.

## Take inspiration from the greats

### E.G - Vincent Van Gogh

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

# DT

## Master practical skills

### Food

- Cut, peel or grate ingredients safely and hygienically.
- Measure or weigh using measuring cups or electronic scales.
- Assemble or cook ingredients.

### Textiles

- Shape textiles using templates.
- Join textiles using running stitch.
- Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).

### Construction

- Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.

## 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: Local environment

## P.E. – Dance

- Copy and remember moves and positions.
- Move with careful control and coordination.
- Link two or more actions to perform a sequence.
- Choose movements to communicate a mood, feeling or idea.

## Vocabulary

Earth globe atlases satellites  
maps compass rose  
hemisphere axis

commander breakthrough  
plaque achievement exploration  
lunar orbit rivals

Houses of Parliament  
conspirators persecuted  
centuries, government treason

Temperature climate weather  
polar equatorial tropical  
extremely vast thrive

## 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.

*What does the nativity story teach Christians about Jesus?*

### Key vocabulary:

Advent, Christmas, Incarnation, Jesus, Nativity, Salvation, Son Of God, Thankfulness

### Smaller:

What do we know about the nativity story?  
Where do Christians read it?

Which characters are in the nativity story?

Why are they important?

What does the story tell us about the birth of Jesus?

Why is Jesus such an important person to Christians?

Why was Jesus' birth on earth so important to Christians? And how does it relate to Easter?

How does the nativity story influence how Christians act?

*\*Link back to what they learned about the Diwali narrative last year*

### Core knowledge from Syllabus:

Concept: God, incarnation (God born on earth) and salvation; The life and teachings of Jesus; The Bible as a sacred text and its genres; The importance of celebrations; The local church, symbolism and artefacts as expressions of Christianity

## PSHE/ RHSE

### Respectful relationships

The importance of self-respect and how this links to their own happiness.

Self-esteem; Self-respect

## Trips/ Guests

‘Astronomy dome’