

# Year 2 Curriculum Overview Autumn 2024

## ENGLISH

### Writing

#### Texts used:

Goldilocks  
We are Water Protectors  
The Journey Home

#### Fiction

We will be learning the following:

- Joining words and joining clauses using 'and', 'but', 'so'
- Using subordination
- spell common exception words
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Use expanded noun phrases to describe and specify
- Wanted posters
- Letters
- Speech bubbles
- Retellings from another point of view
- Character descriptions

#### Non-Fiction

We will be learning the following:

- Non-chronological reports (animals)
- Chronological reports (life-cycles)
- Character description
- Protest signs

### Reading

#### Texts used:

A selection of fiction and non-fiction to challenge different reading abilities

We will learn the following:

- Reading books that structured in different ways.
- Discuss words and phrases that capture the reader's interest and imagination.
- Participate in discussions about books they have read themselves and books that have been read to them
- Making predictions about the text
- Analysing characters and identifying characteristics
- Respond verbally and in written form to key questions from the texts
- Identify similarities and differences between stories
- Make inferences
- Explore the meaning of new vocabulary
- Infer emotions
- Sort and summarise information
- Look at a story from two different perspectives

### Spelling

We will be learning the following spelling patterns:

- Revising phase 3, 4 and 5 phonics
- Adding ed, ing, er, est to a root ending in y
- Contractions
- The sound 'a' makes when written before l/ll eg: ball
- Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter
- Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with consonant before it
- The /i:/ sound spelt -ey



# MATHS

## Place Value

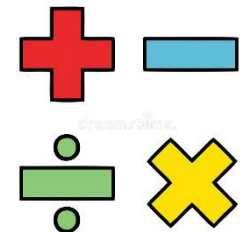
- Numbers to 20
- Count objects to 100 by making 10s
- Recognise tens and ones
- Use a place value chart
- Partition numbers to 100
- Write numbers to 100 in words
- Write numbers to 100 in expanded form
- 10s and 1s on the number line to 100
- Estimate numbers on a number line
- Compare objects and numbers
- Order objects and numbers
- Count in 2s, 5s and 10s
- Count in 3s

## Addition and Subtraction

- Number bonds to 10
- 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

## Shape

- 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



## ART & DESIGN

### Exploring the World Through Mono Print

#### We will learn that:

- When we make mono prints we use mark making to create one off prints.
- When we make mono prints we create an impression of a drawing.
- That we can generate playful narratives and inventions through drawing.
- That we understand that using a range of marks will generate different effects when creating mono prints.
- That we can create creative responses to different stimuli and make the work our own.

We will be studying the artists: Xgaoc'o X'are, Leonardo Di Vinci

## COMPUTING

#### What is IT?

#### We will learn:

- To recognise the uses and features of information technology
- To identify the uses of information technology in the school and beyond
- To explain how information technology helps us
- To explain how to use information technology safely
- To recognise that choices are made when using information technology

#### Digital Photography

#### We will learn:

- To know what devices can be used to take photographs
- To use a digital device to take a photograph
- To describe what makes a good photograph
- To decide how photographs can be improved
- To recognise that images can be changed and use tools to change

## DESIGN & TECHNOLOGY

### Pirate Paddy's Problem Lunch Box

#### We will learn:

- To evaluate an existing product's ability to do a job well.
- To investigate and evaluate existing products.
- To design a new product that meets the design criteria.
- To build a product and think about how to make its structure meet the design criteria
- To test a product and then evaluate it.
- To improve my product by making it stronger, stiffer, more stable and more waterproof.

## GEOGRAPHY

### Wonderful Wellington

#### We will learn:

- To draw a map of my classroom with a key to identify features.
- To use a map to study the geography of my school.
- To use a map to study the human and physical features of Wellington
- To complete a traffic survey and present the results.
- To compare the human features of two local businesses.
- To label the physical features of my local area.

## HISTORY

### The Gunpowder Plot

#### We will learn:

- About who Guy Fawkes was
- How the Gunpowder plot started
- About some of the problems the plotters encountered
- To sequence the events of the gunpowder plot
- About what happened to the plotters after their plan was discovered
- How the gunpowder plot is remembered
- How bonfire night has changed over the years



## MUSIC

### Songs and Actions

#### We will learn:

- To recognise echoing phrases by ear and perform actions to the beat.
- To sing with good diction to emphasise word play.
- To pitch a challenging jazzy melody accurately.
- To explore musical contrast and texture.
- To use body percussion.
- To perform a song for an audience.

## P.E.

### Multi Skills and Gymnastics

#### We will learn:

- throwing, bouncing, rolling and catching skills
- -evasive movements and dodging skills
- combining agility, balance and coordination
- demonstrate good control with shapes, rolling and jumps in gymnastics, being able to remember and link them in simple sequences



## **P.S.H.E.**

### **Behaviour and caring for each other and our local area Friendship, Belonging and Our School**

#### **We will learn:**

- How to greet people appropriately.
- The importance of sharing as part of a friendship.
- To recognise what is fair and unfair.
- To understand our role within the class community.
- To develop a sense of belonging.

#### **Fairness and Cooperation**

##### **We will learn:**

- Differences between right and wrong.
- Understand actions have consequences.
- To set personal targets.
- Recognise the importance of listening to others and cooperating.

## **R.E.**

### **Judaism**

#### **We will learn:**

- About the daily life and worship of Jewish people.
- Why the Torah is so important to Jewish people.
- What Shabbat is and why it is a special day of rest.
- What is inside a Synagogue.
- About Jewish wedding customs.

## **SCIENCE**

### **Animals, including Humans**

#### **We will learn:**

- To describe the needs of animals for survival.
- To describe the needs of humans for survival.
- To explore the importance of eating the right food.
- To describe what a balanced diet looks like.
- To investigate the impact of exercise on our bodies.
- To investigate hygiene.

## **AWARENESS AND ENRICHMENT OPPORTUNITIES**

Harvest Festival  
Museum workshop  
Local Wellington Walk  
Christmas Play  
Christmas Service in the Church  
Multi-Skills Sports Festival