

Year 2 Curriculum Overview Cycle A, Autumn 1 2021

Reading	Writing	Maths	Science	History
<p>Text: Ness the Nurse by Nick Sharratt</p> <p>Key Learning: Word Reading Select and Retrieve Inference Monitor & Summarise</p> <p>Text: History Makers Florence Nightingale by Sarah Ridley</p> <p>Key Learning: Word Reading Select and Retrieve Respond & Explain</p> <p>Text: Who was...? Mary Seacole by Paul Harrison</p> <p>Key Learning: Word Reading Language for Effect Clarify</p>	<p>Text: Ness the Nurse by Nick Sharratt</p> <p>Outcome: Basic Narrative using pictures to sequence. One sentence per picture.</p> <p>Key Learning: Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly. Use capital letters and full stops to demarcate sentences. Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence</p> <p>Text: BBC Florence Nightingale Video Clip https://www.bbc.co.uk/teach/class-clips-video/true-stories-florence-nightingale/z68fcqt</p> <p>Outcome: Diary entry written as Florence Nightingale.</p> <p>Key Learning: Use the present and past tenses correctly and consistently Write expanded noun phrases to describe and specify Use coordinating conjunctions (or/and/but)</p> <p>Text: BBC Florence Nightingale Video Clip</p>	<p>Key Learning: Count to and across 100, forwards and backwards, from any given number Estimate numbers Read and write numbers to at least 100 in numerals and words Compare and order numbers up to 100, using <, > and = signs Given a number, identify one or ten more and one or ten less Identify and represent numbers using a range of pictorial representations including the number line . Count in steps of 10 from any numbers, forward and backward Solve problems Read, write and interpret mathematical statements solving problems that involve addition and subtraction to 20, using concrete objects and pictorial representations. problem solve Find different combinations of coins that equal the same amounts of money.</p>	<p>Enquiry Question: Can animals survive anywhere?</p> <p>Key Learning: Children to build on and develop an extensive knowledge of accurate scientific vocabulary Children will explore and observe closely the natural world around them Children will group and classify living things depending on their characteristics</p> <p>Knowledge: Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals 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 (fish, amphibians, reptiles, birds and mammals including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p>Enquiry Question: How has nursing changed?</p> <p>Key Learning: Learn about the events beyond living memory that are significant nationally or globally Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Compare Florence Nightingale and Mary Seacole.</p>

	<p>https://www.bbc.co.uk/teach/class-clips-video/true-stories-florence-nightingale/z68fcqt</p> <p>Outcome: Instructions on how to make porridge.</p> <p>Key Learning: Write Questions Use -ly to turn adjectives into adverbs & add suffixes to spell longer words, including ly</p>	<p>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</p> <p>Solve problems in a practical context involving addition and subtraction of money of the same unit</p> <p>Compare and order lengths. Record the results using > , < and = .</p> <p>Solve problems with addition and subtraction, applying their increasing knowledge of mental recall of number bonds to 20.</p> <p>Add and subtract numbers using concrete objects, pictorial representations and mentally, including a 2-digit number and ones ; a 2-digit number and tens</p> <p>Add three one-digit numbers.</p>		
--	--	--	--	--

RE	PSHE	DT	Music	PE
<p>Concept: Forgiveness Theme/Unit: Christianity - God Questions: What is God like? Is God like a father? How? Is God kind? Does God show forgiveness? Why do Christians like God? What might God teach Christians? Why is important for Christians to remember this parable? Why is it important that Christian's show love? Why is it important that Christian's show forgiveness? Is God like a parent? Do your parents show love and forgiveness? Is love one sided? Have you ever said sorry to someone? What would happen if you never said sorry? What does it feel like when you have said sorry? How do you think it makes the person feel who you say sorry to?</p>	<p>Enquiry Question: What makes a good friend? Are friendships always good? Key Learning: Show the school Christian values of love, courage and respect and the school rules of ready, respectful and safe.</p>	<p>Enquiry Question: What do we need to make a healthy soup? Key Learning: Explore and using different tools Choose own preferences through investigating different vegetables and their taste. Knowledge/understanding: Gain an understanding and knowledge of where a range of fruit and vegetables come from- e.g. plants, under soil Gain an understanding of a healthy and varied diet to prepare their 'healthy soup' as well as understanding how vegetables are part of 'The Eat Well' plate. Gain knowledge and be encourages to use new technical and sensory vocabulary relevant to their investigations and overall project.</p>	<p>Unit Name: Hands, Feet, Heart by Joanna Mangona Key Learning: This is a six-week Unit of Work. All the learning in this unit is focused around one song: Hands, Feet, Heart - a song that celebrates South African Music. Knowledge: Know five songs off by heart. Know some songs have a chorus or a response/answer part. Know that songs have a musical style. Know that music has a steady pulse, like a heartbeat. Know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. Add high and low sounds, pitch, when we sing and play our instruments. Know and sing five songs from memory. Know that unison is everyone singing at the same time. Know that songs include other ways of using the voice e.g. rapping (spoken word). Know why we need to warm up our voices.</p>	<p>Key Learning: Develop dribbling towards a goal. Understand what being 'in possession' means. Develop passing to a teammate with your feet. Understand who to pass to and why when playing against a defender. Develop dribbling a ball with hands. Move towards a goal with the ball. Develop throwing to a teammate. Support a teammate when in possession. Move into space showing awareness of defenders. Stay with a player when defending.</p>

			<p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Know the names of untuned percussion instruments played in class</p> <p>Understand that improvisation is making up your own tunes on the spot.</p> <p>Know that everyone can improvise, and you can use one or two notes</p> <p>Understand that composing is like writing a story with music.</p> <p>Know that a performance is sharing music with an audience.</p>	
--	--	--	---	--