

Year 2 Curriculum Overview Cycle B, Autumn 1 2024

Reading	Writing	Maths	Science	History
<p>Texts: Room on the Broom by Julia Donaldson Six Dinner Sid by Inga Moore The Giant Jam Sandwich by Janet Burroway and John Vernon Lord Elmer by David Mckee Tiddler by Julia Donaldson Burglar Bill by Janet and Allan Ahlberg</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the graphemes taught so far Read words containing common suffixes Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words</p>	<p>Text: Rapunzel by Bethan Woollvin Purpose: Entertain Audience: Children Form: Narrative Outcome: Story sentences</p> <p>Key Learning: Consider what they are going to write before beginning by planning or saying out loud what they are going to write about. Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence. Use brief opening and ending. Appropriately sequences ideas. Use capital letters, full stops and exclamation to demarcate sentences. Form lower-case letters of the correct size relative to one another.</p> <p>Text: That Rabbit Belongs to Emily Brown by Cressida Cowell Purpose: Describe/retell</p>	<p><i>The objectives taught may not follow this order but many of these key skills will be drawn upon when solving problems.</i></p> <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count in 10s to 100. Estimate numbers using concrete resources and relative position on a number-line Read and write numbers to at least 100 in numerals and in words. Use the number-line with structured resources to develop understanding of how numbers relate to one another. Order numbers up to 100 starting from any number. Compare and order numbers from 0 up to 100, use < , > and = signs. Identify and represent numbers using a range of pictorial representations including the number-line. Count in steps of 10 from any number, forward or backward.</p>	<p>Enquiry Question: What is growing around us?</p> <p>Key Learning: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Skills – Observe plants and record observations. Identify different types of plant. Compare plants and describe them. Sort plants in different ways.</p>	<p>Enquiry Question: How have boats changed over time?</p> <p>Key Learning: Begin to understand and use a range of time terms. Begin to identify and recount some details from the past (pictures, artefacts). Show knowledge and understanding about the key features of events and the past in different ways (including; role play, drawing, writing, talking). Begin to ask simple questions and produce answers to a few historical enquiries using historical terminology through (e.g. plan, research, present). Identify some similarities and differences and changes between ways of life in different periods.</p>

<p>accurately, automatically and without undue hesitation.</p> <p>Identify and discuss the main events or key points in a text.</p> <p>Retell a story clearly and with appropriate detail.</p> <p>Answer questions.</p> <p>Ask questions.</p> <p>Extract information from the text and discuss orally with reference to the text.</p> <p>Recognise simple recurring literary language in stories and poetry.</p> <p>Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p>	<p>Audience: The Queen</p> <p>Form: Letter</p> <p>Outcome: Description of the rabbit/a letter to ask the queen to give Emily her rabbit back</p> <p>Key learning</p> <p>Use a brief opening and ending.</p> <p>Appropriately sequences ideas.</p> <p>Use capital letters, full stops and exclamation to demarcate sentences.</p> <p>Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly.</p> <p>Text: What Is Pink? (poem) by Christina Rossetti</p> <p>Purpose: Entertain/describe</p> <p>Audience: Other children</p> <p>Form: Poetry</p> <p>Outcome: Descriptive sentences in the form of a colour poem</p> <p>Key Learning:</p> <p>Use capital letters, full stops and exclamation to demarcate sentences.</p> <p>Spell by segmenting spoken words into phonemes and represent these by</p>	<p>Given a number, identify one/ten more and one/ ten less bridging through tens and through one hundred. Use the language of two more than 19 is 21; two less that 31 is 29.</p> <p>Use a context to solve problems involving ten more and ten less.</p> <p>Partition all numbers up to 10 into two parts in different ways using concrete objects. Record pictorially.</p> <p>Revise and develop fluency in the use of partitions of all numbers up to 20, recalling and deriving associated subtraction facts to solve problems.</p> <p>Revise and develop fluency in using partitioning and part-whole diagrams to read, write and interpret mathematical statements to 20 when solving problems.</p> <p>Revise and develop fluency with using known or derived number facts.</p> <p>Revise and develop fluency in solving problems that involve addition and subtraction to 20, using concrete objects and pictorial representations.</p> <p>Compare and order lengths using appropriate standard units (cms). Record the results using > , < and =</p>		
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	<p>graphemes, spelling many correctly.</p> <p>Write questions (beginning with who/ what/ when/ where/ how etc).</p>	<p>Find different combinations of coins that equal the same amounts of money.</p> <p>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</p> <p>Put coins on a number-line to step-count in 2ps, 5ps and 10ps.</p> <p>Solve problems in a practical context involving addition and subtraction of money of the same unit.</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>		
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RE	PSHE	DT	Computing	Music	PE
<p>Concept: Special</p> <p>Theme/Unit: Christianity –</p> <p>Creation: Who Made the World?</p> <p>Key Learning Understand the meaning of ‘special and what is special to them. Know about different types of creation and the creators responsible. Know the Christian creation story. Know that Christians show thanks to God for His creation and explore ways in which they show thankfulness e.g. Harvest Festival. Identify what they are thankful for and how they can show that.</p>	<p>Theme Unit: Me and My Relationships</p> <p>Key Learning: Suggest actions that will contribute positively to the life of the classroom. Take part in creating and agreeing classroom rules. Use a range of words to describe feelings. Recognise that people have different ways of expressing their feelings. Identify helpful ways of responding to others’ feelings. Define what is meant by the terms ‘bullying’ and ‘teasing’ showing an understanding of the difference between the two. Identify situations as incidents either of teasing or of bullying. Understand, describe and rehearse strategies for dealing with bullying. Recognise that friendship is a special kind of relationship.</p>	<p>Enquiry Question: How do you make a smoothie?</p> <p>Key Learning: Experience of common fruit and vegetables Undertaking sensory activities i.e. appearance taste and smell. Experience of cutting soft fruit and vegetables Using appropriate utensils. Design appealing products for a particular user based on simple design criteria. Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. Select from a range of fruit and vegetables according to their characteristics e.g. colour,</p>	<p>Enquiry Question: What technology is around us and how can we use it?</p> <p>Key Learning: Identify examples and uses of technology. Explain where to go for help when they have concerns about content or contact when online. Identify a computer and its main parts. Switch on and log into a computer. Use a mouse to click and drag, open a program and create a picture. Use a keyboard to type on a computer and to edit text. Open work from a file and save work to a file. Create rules for using technology responsibly.</p> <p>Enquiry Question: How can we use a computer to create digital writing?</p> <p>Key Learning: Open a word processor</p>	<p>Unit: The Three Bears</p> <p>Key Learning: Pitch - Explore, respond to and recognise high, middle and low sounds.</p> <p>Key Skills: Playing - Explore and use an increased range of sounds (including body sounds) beginning to use correct percussion techniques and showing awareness of the use of the dominant hand. Rehearsing and performing - Sing and play in time starting to develop musical memory and follow a range of simple directions including ideas about how to improve and perform. Notating - Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions.</p>	<p>Unit: Dance</p> <p>Key Learning: Remember, repeat and link actions to tell the story of a dance. Develop an understanding of dynamics and how they can show an idea. Use counts of 8 to help stay in time with the music. Copy, remember and repeat actions using facial expressions to show different characters. Explore pathways and levels. Remember and rehearse a dance showing expression and character.</p> <p>Key Skills: Physical: actions, dynamics, space, relationships Social: respect, collaboration, work safely, communication Emotional: independence,</p>

	<p>Identify some of the ways that good friends care for each other.</p> <p>Recognise, name and understand how to deal with feelings (e.g. anger, loneliness).</p> <p>Explain where someone could get help if they were being upset by someone else's behaviour.</p>	<p>texture and taste to create a chosen product.</p> <p>Taste and evaluate a range of fruit and vegetables</p> <p>To determine the intended user's preferences.</p> <p>Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.</p> <p>Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of the 'eat-well' plate.</p> <p>Know and use technical and sensory vocabulary relevant to the project.</p>	<p>Recognise keys on a keyboard</p> <p>Enter text into a computer</p> <p>Use letter, number, and space keys</p> <p>Use Backspace to remove text</p> <p>Identify that the look of text can be changed on a computer:</p> <p>Type capital letters</p> <p>Explain what the keys that I have already learnt about do</p> <p>Identify the toolbar and use bold, italic, and underline</p> <p>Make careful choices when changing text:</p> <p>Select a word by double-clicking</p> <p>Select all of the text by clicking and dragging</p> <p>Change the font</p> <p>Explain why I used the tools that I chose</p> <p>Explain the differences between typing and writing</p>	<p>Listening and responding -</p> <p>Explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes/ contrasts and how music makes us feel.</p> <p>Describing and discussing -</p> <p>Think and talk about sounds and music and how they make us feel.</p> <p>Use key words relating to the dimension of pitch e.g. pitch, high, middle, low.</p>	<p>confidence, perseverance, determination</p> <p>Thinking: provide feedback, comprehension, reflection, observation, creativity</p> <p>Unit: Gymnastics</p> <p>Key Learning:</p> <p>Perform gymnastic shapes and link them together.</p> <p>Use shapes to create balances.</p> <p>Link travelling actions and balances using apparatus.</p> <p>Demonstrate different shapes, take off and landings when performing jumps.</p> <p>Develop rolling and sequence building.</p> <p>Develop sequence work on apparatus.</p> <p>Key Skills:</p> <p>Physical: shapes, balances, shape jumps, travelling movements, barrel roll.</p> <p>Social: sharing, working safely</p>
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