

Year 2 Curriculum Overview Cycle B, Autumn 2 2024

Reading	Writing	Maths	Science	Geography
<p>Texts:</p> <p>Farmer Duck by Martin Waddell</p> <p>The Leaf Thief by Alice Hemming</p> <p>Five Minutes Peace by Jill Murphy</p> <p>Stick Man by Julia Donaldson</p> <p>One Snowy Night by Nick Butterworth</p> <p>The Snowflake by Benji Davies</p> <p>Key Learning:</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the graphemes taught so far</p> <p>Read words containing common suffixes</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words 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>Text: The Queen's Hat by Steve Anthony</p> <p>Purpose: Retell/Inform</p> <p>Audience: Tourists in London</p> <p>Form: Diary/Information text</p> <p>Outcome: An information leaflet about London's landmarks/A diary from a day out in London</p> <p>Key Learning:</p> <p>Use capital letters, full stops, question marks and exclamation to demarcate sentences</p> <p>Use the present and past tenses correctly and consistently</p> <p>Write expanded noun phrases to describe and specify</p> <p>Write questions (beginning with who/ what/ when/ where/ how etc)</p> <p>Write statements</p> <p>Use coordinating conjunctions (or/and/but)</p> <p>Text: Stick Man by Julia Donaldson</p> <p>Purpose: Describe/retell</p> <p>Audience: Children</p> <p>Form: Narrative</p> <p>Outcome: Retell of the story from the viewpoint of Stick Man/third person</p> <p>Key Learning:</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>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> <p>Count reliably in 2s, 5s and 10s from zero. Introduce counting in 3s from zero. (multiples)</p> <p>Link counting in 2s, 5s, 10s to grouping objects and to the pattern of numbers on a number-line</p>	<p>Enquiry Question:</p> <p>What is growing around us?</p> <p>Key Learning:</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Skills:</p> <p>Observe plants and record observations.</p> <p>Identify different types of plant.</p> <p>Compare plants and describe them</p> <p>Sort plants in different ways.</p>	<p>Enquiry Question:</p> <p>Where are we?</p> <p>Key Learning:</p> <p>Label a map of the world or their local area by creating their own or learnt symbols</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Explore and recognise the weather patterns of the UK, seasonal and daily.</p> <p>Skills:</p> <p>Use plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Explore and use picture maps, globes and a simple atlas.</p> <p>Use the 4 point compass directions; North, East, South, West, and use directional language to describe location features</p>

<p>Answer questions Ask questions Extract information from the text and discuss orally with reference to the text. Recognise simple recurring literary language in stories and poetry. 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>Use a brief opening and ending. Appropriately sequences ideas. Use capital letters, full stops and exclamation to demarcate sentences. Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly Use capital letters, full stops, question marks and exclamation to demarcate sentences Use the present and past tenses correctly and consistently Use -ly to turn adjectives into adverbs – slow/ slowly Add suffixes to spell longer words, including -ly Write expanded noun phrases to describe and specify Write statements</p>	<p>Link counting in 5s to counting in minutes on a clock face Solve problems involving groups of 2, 5 and 10 objects using pictorial recording Rehearse together the language of 'How many groups of 2 (5, 10) are there?' ~ 'There are 3 groups of 2 (5,10)' Construct arrays with concrete objects. Notice that $2 \times 5 = 5 \times 2$ etc. (Commutativity). Record pictorially Develop the concept of sharing and grouping into different sized groups (not just 2s) Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line Identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid. Recognise, name and write a half as one of two equal parts of a quantity Write a half as a word and as a number Recognise, find, name and write fractions as equal parts of a shape (link to symmetry and folding)- Focus on 12, 14, 24 = 12 Tell and write the time to five minutes, including quarter past/ to the hour and draw the hands on the clock face to show these times</p>		
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RE	PSHE	ART	Computing	Music	PE
<p>Concept: Light</p> <p>Theme/Unit: Christianity –</p> <p>Advent: Light as a symbol</p> <p>Key Learning Understand ‘light’ and when it is present in our lives. Understand how light can make people feel Know what ‘symbol of light’ means Understand what the light of a Christingle means to a Christian Know how the ‘light of hope’ is being spread by Christians in our community. Say why light is an important symbol for Christians</p>	<p>Theme Unit: Celebrating Difference</p> <p>Key Learning: Identify some of the physical and non-physical differences and similarities between people Know and use words and phrases that show respect for other people Recognise and explain how a person’s behaviour can affect other people. Explain how it feels to be part of a group Explain how it feels to be left out from a group Identify groups they are part of Suggest and use strategies for helping someone who is feeling left out Celebrating the difference in our class, the things about us that make us unique</p>	<p>Enquiry Question: What is a portrait?</p> <p>Key Learning: Make colour wheels including being able to make lighter and darker tones of a colour Recognise warm and cold colours Control types of marks made with a range of techniques e.g. adding texture Use a sketchbook to plan and develop simple ideas and store information on colour mixing, the colour wheel and colour spectrums Select different size brushes to create different marks appropriate to the desired outcome Investigate tone by drawing light/ dark lines, patterns and shapes using a pencil Draw from observation</p>	<p>Enquiry question: How can we program an animation?</p> <p>Key Learning: Using Scratch Junior: Find and use the commands to move a sprite. Compare different programming tools. Show that a series of commands can be joined together. Use more than one command block by joining them together. Use a Start block in a program. Run their own program. Identify the effect of changing a value. Use a value in a program and say what happens. Know that each sprite has its own instructions. Show that a project can include more than one sprite. Add and delete a sprite. Add blocks to program more than one sprite. Design the parts of a project by choosing appropriate artwork and sprites. Decide how each sprite will move and create an algorithm for each sprite.</p>	<p>Unit: Singing and performing</p> <p>Key Learning: Use voices expressively. Find a singing voice and begin to use their voice confidently. Explore singing fast and slow and changing speeds. Explore how to use the voice to create loud and quiet sounds. Use voices in different ways including singing, speaking and chanting to a steady beat. Explore how to make high and low sounds. Make and control fast and slow sounds, loud and quiet and high and low to create mood and show feelings. Find out how to sing with expression, confidence and creativity to an audience. Sing with a sense of awareness of pulse and control of rhythm.</p>	<p>Unit: Yoga</p> <p>Key Learning: Explore yoga and mindfulness. Copy and remember poses. Develop flexibility when holding poses. Develop balance when holding poses. Create yoga poses. Create a yoga flow with a partner.</p> <p>Unit: Ball Skills</p> <p>Key Learning: Roll a ball to hit a target. Develop co-ordination and be able to stop a rolling ball. Develop technique and control when dribbling a ball with the feet. Develop control and technique when kicking a ball. Develop co-ordination and technique when throwing and catching. Develop control and co-ordination when dribbling a ball with the hands.</p>

			Test and change programming blocks to modify an algorithm		
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