Alice Ingham RC Primary School

Year 2 – Curriculum Overview – Autumn Term

	Autumn: Half Term 1					Half Term	Autumn: Half Term 2	
Religion	Exploring our School Mission Statement	Who is our Class Saint? – St Andrew	Domestic Church: Beginnings	Harvest	Baptism: Signs and Symbols		Baptism: Signs and Symbols (con't)	Advent: Preparations
English	Poetry - Performance poetry						Poetry – Magic Theme	
	Fiction		**Non-Fiction**				**Fiction**	**Non-Fiction**
	Model Text Jack and the Beanstalk **Genre** Traditional **Toolkit** Setting **Writing outcome (innovation)** Innovation of Jack and the Beanstalk (e.g. new character & setting at top of beanstalk) **Independent writing outcome** Independent innovation of Jack and the Beanstalk		**Model Text** Letter of complaint from Giant **Genre** Recount/Information **Toolkit** Complaint letter **Writing outcome (innovation)** Letter of complaint from other traditional tale character **Independent writing outcome** Letter of complaint book character of choice (recount/info)				**Model Text** Elves and the Shoemaker **Genre** Traditional Tale Wishing Tale **Toolkit** Description **Writing outcome (innovation)** Write own version of Elves and the Shoemaker, e.g. Elves and the Baker **Independent writing outcome** Write own version of a well known traditional tale	**Model Text** Recount – based on Lila and the Secret of the Rain **Genre** Recount **Toolkit** Recount **Writing outcome (innovation)** Diary entry based on the story **Independent writing outcome** Diary entry based of the Bear from Whatever Next
	Cross curricular writing Information						Cross curricular writing Letter (recount/info)	

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<table>
<tr><td rowspan="2">Maths</td><td>Numbers to 100</td><td>Addition and Subtraction</td><td rowspan="2"></td><td>Money</td><td>Multiplication and Division</td></tr>
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Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.
Read and write numbers to at least 100 in numerals and in words
Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
Recognise the place value of each digit in a two-digit number (tens, ones).
Identify, represent and estimate numbers using different representations, including the number line
Compare and order numbers from 0 up to 100; use and = signs
Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.
Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs
Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
Estimate the answer to a calculation and use inverse operations to check answers.
Solve problems with addition and subtraction: - using concrete objects and pictorial representations, including those involving numbers, quantities and measures - applying their increasing knowledge of mental and written methods.

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Recognise and know the value of different denominations of coins and notes
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
Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher
Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.
Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers

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	• Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) (two-digit number) • Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: - a two-digit number and ones - a two-digit number and tens - two two-digit numbers - adding three one-digit numbers. • Add and subtract one-digit and two-digit numbers to 20, including zero • Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.		
Science	Growth and Survival		Living Things and their Habitats
	• asking simple questions and recognising that they can be answered in different ways • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene		• observing closely, using simple equipment • identifying and classifying • using their observations and ideas to suggest answers to questions • explore and compare the differences between things that are living, dead, and things that have never been alive • 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 • identify and name a variety of plants and animals in their habitats, including micro-habitats • 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
Geography	At the Farm		
	Children will be taught to: • use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather		

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	• use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key		
History			Guy Fawkes & The Gun Powder Plot Children will be taught about: events beyond living memory that are significant nationally or globally To do this they are going • To explain what Bonfire Night is. • To find out about King James I of England • To find out who Guy Fawkes was. • To find out what happened next in the Gunpowder Plot. • To think about why fireworks are lit on November 5th.

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Art	Self Portraits Children will be taught to: • to use a range of materials creatively to design and make products • to use drawing to develop and share their ideas, experiences and imagination • to use painting to develop and share their ideas, experiences and imagination • to use sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work		
Design Technology			Mechanisms: Making a Moving Monster Pupils should be taught to: • Explore and evaluate a range of existing products • Explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products • Design purposeful, functional, appealing products for themselves and other users based on design criteria • Generate, develop, model and communicate their ideas through talking and drawing, templates, mock-ups and, where appropriate, information and communication technology • Evaluate their ideas and products against design criteria • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

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Computing	i-Loop		i-Code
	Pupils will be taught to • know the intro and verse are first sections of a song • know what the word structure means • add live loops to their project • add at least 4 insturments in their project • name the chorus, bridge and outro as the other sections of a song • create and record their own drumbeat • explain what the phrase a capella means explain what constructive criticism is		Pupils will be taught to • Pupils know what a computer is and what it is used for • know that instructions are also known as algorithms • understand that computers arent capable of thought • know what functions do to our code • can write algorithms to achieve certain goals • understand that algorithms should be as short as possible • can use repeats to make their algorithms shorter • know that algorithms can be used to solve problems
Music	Music Theory Lite		Singing -Lite
	Pupils will be taught to Pupils can name some instruments used in a jazz ensemble Pupils can sing through "Do, Re, Mi" while using hand signals Pupils understand how long a crotchet, minum and semibreve last for Pupils can recognise replicate a treble and bass clef Pupils can explain the difference between beat and rhythm Pupils know the difference between a major and minor key Pupils can find the sharp or flat of a note Pupils know what the different dynamic symbols mean		Pupils will be taught to • know how to warm up their voices before singing. • know the correct way to stand when they sing. • know how to use breath control when they sing. • know the difference between singing loudly and shouting. • understand what call and response is and how to use it in a group context. • are able to use call and response within a group context and come up with their own call and response. • understand that using actions whilst they sing helps them to remember songs.
MFL	Spanish Lite – Unit 1		Spanish Lite – Unit 2
	Pupils will be taught to • say 'hello' and 'goodbye' with a low level of accurate pronunciation. • say 'please' and 'thank you' with a low level of accurate pronunciation. • say over five of the numbers 1-10 with a low level of accuracy. • understand the questions introduced in this unit and give one word answers to them.		Pupils will be taught to • say some of the numbers 11-20 with a low level of accuracy. • say 4 of the colours covered in the unit. • say four of the animals covered in the unit. • answer familiar questions with single word answers or sentences with a low level of accuracy. • say most of the numbers 11-20 but still at a low level of accuracy.

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	• say 'hello' and 'goodbye' with some accurate pronunciation. • say 'please' and 'thank you' with some accurate pronunciation. • say most, if not all of the numbers 1-10 with a low level of accurate pronunciation. • answer the questions introduced in this unit in sentences with a low level of accuracy.			• say between 5 and 7 of the animals and colours covered in the unit. • ask familiar questions but with a low level of accuracy. • answer familiar questions in sentences of inconsistent accuracy.	
PE	Multi Skills	Boot Camp		Ugly Bug Ball Dance	Mighty Movers
	Pupils will be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending			Pupils will be taught to: • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • perform dances using simple movement patterns	