

CURRICULUM SUMMARY



Term:
Autumn 1

Year Group:
2

Class Teacher:
Miss Fovargue

To love, serve and learn as Jesus shows us



Year Group: 2

Term: Autumn 1

Subject: English



The Queen's Handbag

Publisher: Steve Antony

Author: Hodder Children's Books

<u>Final writing Outcome:</u>	Persuasive Letter
<u>Incidental pieces of writing:</u>	<ul style="list-style-type: none">• Poem• Setting Description• Recount• Diary Entry

<u>Success Criteria</u>	
<u>Continuous skills</u>	
<u>Vocabulary, grammar and punctuation</u>	<ul style="list-style-type: none">• I can form nouns using suffixes such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]• I can use of capital letters, full stops, question marks and exclamation marks to demarcate sentences• I can write sentences with different forms: statement, question, exclamation, command• I can write expanded noun phrases to describe and specify [for example, the blue butterfly]• I can use subordination (using <i>when</i>, <i>if</i>, <i>that</i>, or <i>because</i>) and co-ordination (using <i>or</i>, <i>and</i>, or <i>but</i>)
<u>Composition</u>	<ul style="list-style-type: none">• I can write poetry• I can read aloud what I have written with appropriate intonation to make the meaning clear.• I can proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]• I can make simple additions, revisions and corrections to my own writing by evaluating my writing with the teacher and other pupils
<u>Transcription (Spelling)</u>	<ul style="list-style-type: none">• I am learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.• I can spell common exception words
<u>Handwriting and presentation</u>	<ul style="list-style-type: none">• I can form lower-case letters of the correct size relative to one another• I can use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined• I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters• I can use spacing between words that reflects the size of the letters

Focus Skills

Write simple sentences which include nouns and adjectives.

- Join some simple clauses with 'and'.
- Write sentences of different forms; statements and questions
- Punctuate these correctly with capital letters, full stops and question marks
- Use subordination (using when, if, that, or because)
- Use co-ordination (using or, and, or but)
- Learn word classes; noun, adjective, conjunction and verb
- Learn to use expanded noun phrases to describe and specify

Cross-curricular links

Art/D.T – Designing a new handbag for the queen

Science – Different everyday materials, what would make a good material for the Queen's handbag?



Year Group: 2

Term: Autumn

Subject: Mathematics



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value			Number: Addition and Subtraction					Measurement: Money		Number: <u>Multiplication and Division</u>	
Spring	Number: <u>Multiplication and Division</u>		Statistics		Geometry: Properties of Shape			Number: Fractions		Measurement: Length and Height	Consolidation	
Summer	Geometry: Position and Direction			Problem solving and efficient methods		Measurement: Time		Measurement: Mass, Capacity and Temperature		Investigations		



Year Group: 2

Term: Autumn

Subject: Mathematics



Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<u>Number – Place Value</u> Read and write numbers to at least 100 in numerals and in words. 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. Use place value and number facts to solve problems. Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.			<u>Number – Addition and Subtraction</u> Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. 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. Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. 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. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.					<u>Measurement: Money</u> 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.	<u>Multiplication and Division</u> Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. <u>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign.</u> <u>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.</u> <u>Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</u>		



Year Group: 2

Term: Autumn 1



Subject: History

In this unit, we will be learning about events beyond living memory that are significant.

The Big Question...

What is important to remember in the UK?

Learning Outcomes

- Can I find out how London has changed?
- Can I describe how life in the 17th Century is different to now?
- Can I explain how the Great Fire of London started and spread?
- Can I explain how we know about the Great Fire of London?
- Can I find out how London was rebuilt after the Great Fire?
- Can I show what I have learned about the Great Fire of London?

History Skills:

Chronological understanding

Understand and use the words past and present when telling others about an event.

Recount changes in my own life over time.

Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.

Use a timeline to place important events.

Historical interpretation

Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past is represented.

Identify different ways in which the past is represented.

Historical enquiry

Ask questions about the past.

Use a wide range of information to answer questions

Organisation and communication

Describe objects, people or events in history.

Use timelines to order events or objects or place significant people.

Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.

Learning skills:

I can say what I would plan to do and how to find out more information.

I can ask questions about what is being discussed I can see when there is a problem to be solved.

I can predict what might happen I can sometimes give more than one idea when we are planning or doing something.

I can compare different ideas.

I can build on other ideas.

I like to explore different ideas

Core Vocabulary:

Year, century, Britain, London, capital city, past, present, old, modern, change, River Thames, source, evidence, diary, eyewitness, Samuel Pepys, King Charles II, architect, Lord Mayor, Sir Christopher Wren, St Pauls Cathedral, Monument, newspaper report, The London Gazette. Range of 17th century jobs: chimney sweep, blacksmith, apothecary, rat- catcher, gong farmer, spinster, chandler, scullery maid, carpenter, fire fighter

English links:

Writing a newspaper report
Chronological report

Maths links:

Ordering and sequencing

Other curriculum links:

Science: Different materials and everyday uses



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Subject: Science

In this unit, we will be learning to identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses and find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

<u>Learning Outcomes</u>		
<ul style="list-style-type: none">• Can I identify uses of everyday materials?• Can I identify and group the uses of everyday materials?• Can I compare the suitability of different materials?• Can I explain how the shapes of objects can be changed?• Can I explain the process of recycling?• Can I explain how materials have developed?		
<u>Working scientifically:</u>	<u>Learning skills:</u>	<u>Core Vocabulary:</u>
Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. 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.	Say what I would plan to do and how to find out more information. Ask questions about what is being discussed. See when there is a problem to be solved. Predict what might happen. Give more than one idea when we are planning or doing something. Compare different ideas. I am curious and ask questions about what might happen. I can discover more about things when I am able to explore I can give more than one idea of what might be. I can build on other ideas I like to explore different ideas	Rough, smooth, dull, bendy, not bendy, shiny, stiff, absorbent, non-absorbent, waterproof, non-waterproof, stretchy, soft, hard, opaque, transparent, natural, man-made, Compare, suitability, suitable, unsuitable, purpose, invent, macadamisation, macadam road, patent, Parliament, compensated, royalties, knighthood, tar, tarmac.
<u>English links:</u>		<u>Maths links:</u>
Queen's handbag materials		Comparing objects
<u>Other curriculum links:</u>		
History: Great Fire of London		
DT: What materials would make a good handbag for the Queen.		