

CURRICULUM SUMMARY



Term:
Autumn 2

Year Group:
2

Class Teacher:
Miss Fovargue

To love, serve and learn as Jesus shows us



Year Group: 2

Term: Autumn 2

Subject: English



Rosie Revere, Engineer

Publisher: Abrams

Author: Andrea Beaty

<u>Final writing Outcome:</u>	Leaflet
<u>Incidental pieces of writing:</u>	<ul style="list-style-type: none">• Recount• Explanation• Report• Advert

<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

Science - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.

Art & Design - Know 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 - Make: select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Geography - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. Linked with ABCUK by James Dunn.

History - Events beyond living memory that are significant nationally or globally.



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>		



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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 describe when and how Bonfire Night is celebrated?
- Can I understand what Remembrance Day is and why the poppy is significant?
- Can I describe what the Gunpowder Plot is?
- Can I understand why the Gunpowder Plot happened?
- Can I explain if Guy Fawkes was a hero or a villain?
- Can I understand what Bonfire Night is?
- Can I explain why we still remember the 5th November?

History Skills:

Learning skills:

Core Vocabulary:

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.

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

Remembrance, poppy, bonfire, Guy Fawkes, parliament, Gunpowder Plot, conspirators, effigy, state opening, treason.

English links:

Poetry, non-fiction texts, debating.

Maths links:

Ordering and sequencing, interpreting votes as a tally chart and bar chart.

Other curriculum links:

Science: Different materials and everyday uses

Geography: Where events happened within the UK, locating London and the Houses of Parliament on a map of the UK.



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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 investigate and understand absorbency?• Can I discover what buildings are made from and why?• Can I explore a range of fabrics and discover how waterproof they are?• Can I understand the difference between natural and manmade objects?• Can I understand the properties of wax?• Can I discover what happens when a material is heated up and why it changes shape?		
<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	Material, properties, absorbency, waterproof, strong, resist, melting, particles, changing shape, weak, hypothesis.
<u>English links:</u>		<u>Maths links:</u>
Rosie Revere, Engineer, bridges around the UK		Comparing objects
<u>Other curriculum links:</u>		
Geography: What bridges around the UK are made from. Art/DT: Textures and properties of materials.		