

# Autumn Term Curriculum Overview for Year 2

<h2>English</h2> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Blend GPCs to read accurately and recognise alternative sounds for graphemes.</li> <li>Read and remember high frequency words.</li> <li>Read words of two or more syllables and words containing common suffixes.</li> <li>Sound out unfamiliar words.</li> <li>Listen to and discuss (including their opinions and preferences) a wide range of poems, stories and non-fiction.</li> <li>Sequence events and retell a story.</li> <li>Discuss meanings of new words and link these to words already known.</li> <li>Retrieve information from the text.</li> <li>Predict what may happen next.</li> <li>Use inference to draw simple conclusions about characters, settings and events.</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Plan and write narrative and non-narrative text types for a clear purpose.</li> <li>Write about personal experiences and real events.</li> <li>Write a poem based on a given structure.</li> <li>Improve their writing style by adding new techniques and vocabulary.</li> <li>Re-read writing and evaluate their writing with others and by themselves.</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Form lower case letters, capital letters and digits of the correct size relative to one another.</li> </ul> <p><b>Spelling, Punctuation and Grammar</b></p> <ul style="list-style-type: none"> <li>Use the progressive form of verbs (-ing) to write about actions in progress.</li> <li>Recognise and write statements, questions, exclamations and commands.</li> <li>Join sentences with co-ordinating conjunctions: 'or' 'and' 'but'.</li> <li>Identify and know the purpose of verbs.</li> <li>Write consistently in 'past' or 'present' tense.</li> </ul>	<h2>Maths</h2> <p><b>Number – Place Value</b></p> <ul style="list-style-type: none"> <li>Count objects and represent numbers to 100.</li> <li>Read and write numbers (to 100) in numerals and words.</li> <li>Partition numbers into tens and ones and recombine to make a total using part-whole models.</li> <li>Compare and</li> <li>Count in 25, 35, 55 and 105.</li> </ul> <p><b>Geometry – Shape</b></p> <ul style="list-style-type: none"> <li>Recognise 2D and 3D shapes.</li> <li>Count sides and vertices on 2D shapes.</li> <li>Draw 2D shapes.</li> <li>Lines of symmetry.</li> <li>Sort 2D and 3D shapes.</li> <li>Make patterns with 2D and 3D shapes.</li> <li>Count faces, edges and vertices on 3D shapes.</li> </ul>	<p><b>Number – Addition &amp; Subtraction</b></p> <ul style="list-style-type: none"> <li>Fact families: Bonds to 20.</li> <li>Check calculations.</li> <li>Compare number sentences.</li> <li>Identify related facts.</li> <li>Bonds to 100 (tens and ones).</li> <li>Add and Subtract 15.</li> <li>Find 10 more and 10 less.</li> <li>Add and subtract 10s.</li> <li>Add by making 10.</li> <li>Add a 2-digit and up to 2-digit number (including crossing 10).</li> <li>Subtract up to a 2-digit number from a 2-digit number (including crossing 10).</li> <li>Add three 1-digit numbers.</li> </ul>
<h2>Science</h2> <p><b>Everyday Materials</b></p> <ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made.</li> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> <li>Describe the simple physical properties of a variety of everyday materials.</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants.</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>Make simple predictions for what might happen.</li> <li>Observe living things and their changes over time.</li> </ul>	<h2>Geography</h2> <ul style="list-style-type: none"> <li>Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country (Kenya).</li> <li>Study aerial photographs to describe the features and characteristics of an area of land.</li> <li>Read simple maps and construct symbols in a key.</li> <li>Use basic geographical vocabulary to refer to: key physical and human features.</li> <li>Identify the location of hot and cold areas of the world.</li> <li>Use simple compass directions to describe the location of features and routes on a map.</li> <li>Study the geography of the school, its grounds and the surrounding environment.</li> </ul>	<h2>History</h2> <ul style="list-style-type: none"> <li>Describe the importance of local events, people and places.</li> <li>Describe how an aspect of life has changed over time.</li> <li>Learn about changes within living memory.</li> <li>Describe how people and places in their own locality have changed over time.</li> <li>Describe the impact of a significant historical individual.</li> </ul>
<h2>Art</h2> <ul style="list-style-type: none"> <li>Describe and explore the work of a significant artist.</li> <li>Explain why a painting, piece of art, body of work or artist is important.</li> <li>Draw or paint features of landscape from memory, imagination or observation, with some attention to detail.</li> <li>Analyse and evaluate their own and others' work using artistic vocabulary.</li> <li>Make simple sketches to explore and develop ideas.</li> <li>Describe similarities and differences between art on a common theme.</li> </ul>	<h2>Design &amp; Technology</h2> <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks.</li> <li>Build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>Explain how closely their finished product meets their design criteria and say what they could do better in the future.</li> <li>Use a range of materials, tools and equipment.</li> <li>Talk about their design ideas and what they are making.</li> </ul>	<h2>Music</h2> <ul style="list-style-type: none"> <li>Listen to a variety of music styles.</li> <li>Learn to recognise the sound of musical instruments and key musical styles.</li> <li>Understand how pulse, rhythm and pitch work together.</li> <li>Sing and play (using glocks) and perform in groups/ensembles.</li> <li>Understand the difference between improvisation and composition.</li> </ul>	<h2>Physical Education</h2> <p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>I can create theme related shapes, movements and actions.</li> <li>I can travel safely and creatively in a space.</li> <li>Work with a partner provide feedback to others using key words.</li> <li>Remember and perform a simple sequence of movement.</li> </ul> <p><b>Fundamentals:</b></p> <ul style="list-style-type: none"> <li>I can catch, pass, dribble and receive a ball.</li> <li>I can jump for height and skip with a rope.</li> </ul> <p><b>Striking and Fielding:</b></p> <ul style="list-style-type: none"> <li>Chase a ball and throw it back accurately.</li> <li>Develop underarm and overarm throwing skills.</li> <li>Strike a ball to leg from a short delivery.</li> <li>Play a game applying the skills I have learnt.</li> </ul> <p><b>Target games:</b></p> <ul style="list-style-type: none"> <li>I can throw a ball underarm with either hand at a target.</li> <li>I can kick a ball with some accuracy with both feet.</li> <li>I can roll with good technique with either hand.</li> <li>Punt a ball with some accuracy with both feet.</li> <li>Strike a ball, with a racket or bat, at a target with some degree of force.</li> <li>Aim with accuracy at a target so it hits on the second bounce.</li> </ul>
<h2>Computing</h2> <p><b>Online Safety:</b></p> <ul style="list-style-type: none"> <li>Know how to share work.</li> <li>Begin to understand how the internet can be used to share.</li> <li>Understand how we talk to others when they aren't there in front of us.</li> <li>Open and send simple messages through email.</li> <li>Understand that information we put online leaves a digital footprint.</li> <li>Identify steps that can be taken to keep personal data and hardware secure.</li> </ul>	<h2>PSHE</h2> <ul style="list-style-type: none"> <li>Understand the need to listen to others and playing cooperatively (class rules).</li> <li>Recognise what they are good at and set simple goals.</li> <li>Learn about the groups and communities that they belong to.</li> <li>Understand how to look after the local environment.</li> <li>Understand that hurtful teasing and bullying is wrong and what to do if teasing and bullying is happening.</li> <li>Identify some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food).</li> <li>Learn about making healthy choices.</li> <li>Understand that everybody is unique.</li> <li>Recognise the ways we are the same as other people.</li> </ul>	<h2>Religious Education</h2> <p><b>Theology: Why is light an important symbol for Christians, Jews and Hindus?</b></p> <ul style="list-style-type: none"> <li>Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief.</li> <li>Recognise different types of writing from within one text.</li> <li>Give different examples of how Christian, Jewish and Hindu beliefs influence daily life.</li> </ul> <p><b>Theology: What does the nativity story teach Christians about Jesus?</b></p> <ul style="list-style-type: none"> <li>Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief.</li> <li>Recognise different types of writing from within one text.</li> <li>Recognise that some beliefs connect together and begin to talk about these connections.</li> <li>Give different examples of how Christian beliefs influence daily life.</li> </ul>	