



## CURRICULUM OVERVIEW & KEY INFORMATION

Year 2

Autumn Term 2023

### Welcome to Year 2

Hi everyone and welcome to Year 2! Our Year 2 Team are very much looking forward to the year ahead. We have a great curriculum this year details of which can be found on the next few pages There are also lots of exciting opportunities and events throughout the year too, so please look at the terms and diary dates on the school website. We look forward to working with you over the next year!

### ENGLISH

**FOCUS TEXT:** A River by Marc Martin



**UNIT:/GENRES:** Circular narrative

- Make predictions about the book
- Create and use noun phrases
- Understand vocabular in the vehicle and model text
- Use capital letters and full stops
- Explore senses to describe
- Understand the impact of sentences in the model text
- Explore and understand the structure of a circular narrative
- Use conjunctions 'and' and 'because' to extend sentences
- Understand the text through comprehension
- Spelling rules focusing on adding -ed to root words
- Annotate the model text to understand structure and language features
- Make writer hints for a circular narrative
- Write questions using a question mark
- Plan a circular narrative
- Write a circular narrative
- Evaluate and edit a circular narrative

**UNIT:/GENRES:** Letter writing

- Use drama to immerse in a new text
- Write an alliteration poem
- Understand vocabulary and grammar in the model text
- Understand the model text through comprehension
- Reinforce spelling rules
- Understand how to use possessive apostrophe
- Understand the structure of a letter
- Understand different sentence types
- Create writer hints
- Write commands
- Plan a letter
- Write a letter
- Evaluate and edit a letter

In addition to Writing sessions, there will be Phonics and Guided Reading taught each week through Little Wandle. There will also be handwriting lessons to focus on letter formation.

### MATHEMATICS

**UNITS:** Place Value, Addition and Subtraction, Shape



**Place Value**

- Numbers to 20
- Count objects to 100 by making 10s
- Recognise tens and ones
- Use a place value chart
- Partition numbers to 100
- Write numbers to 100 in words
- Flexibly partition numbers to 100
- Write numbers to 100 in expanded form
- 10s on the number line to 100
- 10s and 1s on the number line to 100
- Estimate numbers on a number line
- Compare objects
- Order objects and numbers
- Count in 2s, 5s and 10s
- Count in 3s

**Addition and Subtraction**

- Bonds to 10
- Fact families— addition and subtraction bonds within 20
- Related facts
- Bonds to 100 (tens)
- Add and subtract 1s
- Add by making 10
- Add three 1-digit numbers
- Add to the next 10
- Add across a 10
- Subtract across a 10
- Subtract a 1– digit number from a 2-digit number (across a 10)
- 10 more, 10 less
- Add and subtract 10s
- Add two 2-digit numbers (not across a 10)
- Add two 2-digit numbers (across a 10)
- Mixed addition and subtraction
- Compare number sentences
- Missing number problems

**Shape**

- Recognising 2D and 3D shapes
- Count sides on 2D shapes
- Count vertices on 2D shapes
- Draw 2D shapes
- Lines of symmetry on shapes
- Use lines of symmetry to complete shapes
- Sort 2D shapes
- Count faces on 3D shapes
- Count edges on 3D shapes
- Count vertices on 3D shapes
- Sort 3D shapes
- Make patterns with 2D and 3D shapes



### KEY INFORMATION

#### HOMEWORK

- Your child has been given a copy of their ICT passport to bring home earlier this year – please keep this in a safe place but if you require another copy please let us know.
- English/Maths homework will run from **8.30am, MONDAY to MONDAY**.
- Homework will be a range of different activities across the academic year, with Reading, Spelling, Timestables (Y2-Y6) and Mental Maths being our weekly 'non-negotiables.' These may be supplemented with our range of online learning tools which children have access to throughout the year; login details can be found on children's ICT Passports. There may also be some project work, where appropriate.
- **Please also see our 'Homework Policy'.**

#### Google Classroom

- Google Classroom can be accessed via children's individual logins.
- Google Classroom contains a range of useful resources, as well as being a key point of access for homework information and resources too. Please check this weekly.
- If you need to contact your child's class teacher, please DO NOT use Google Classroom, instead, please contact the school office who will be happy to arrange a follow-up call/appointment for you.

#### PE Kits & Trainers – to be worn on PE Days:

Our PE Day this term will be: **Tuesday and Friday**

Please ensure that children are in a suitable PE kit - inline with our policy; for example, they should not come into school in football kits. Children will need an indoor and outdoor kit. We advise putting an extra pair of socks into your child's book bag.

#### Resources

**Please provide your child with the following:**

- Book Bag that should be brought into school each day.
- Water bottle pre-filled with water before your child comes into school each day.
- Suitable, warm, waterproof coat.
- Sunhat in warmer weather. If hot weather is forecast, please remember to apply sun cream to your child prior to the school day. A labelled bottle of sun cream can be sent in for your child to reapply (if required) - this should be given to staff.
- Set of headphones (to remain in school during term time).
- Lunch box if they are having a packed lunch.
- All items should be clearly labelled with your child's name, including uniform and shoes!

**Please encourage your child to become more independent and take responsibility for their homework and resources. Thank you.**

*For more detailed information about our curriculum, please see the Curriculum section on our school website. You can also find a range of other information about school on our website too!*

***In God's love, aspire and achieve to be the best'  
1 Corinthians 16:14 'Do everything in love'.***

## Religious Education (R.E.)

### Unit: Why is The Bible such a special book?

- Why is The Bible a holy book?
- How is The Bible put together?
- How does The Bible link to God's Big Story?
- Why do Clergy think The Bible is special?
- Who was Mary Jones and how can I learn from her story?
- What are the holy books in some other religions?



### Unit: Why was the birth of Jesus such good news?

- What happens in The Nativity story?
- Who was Zechariah and what happened to him?
- How did Mary receive good news from God?
- How was good news brought to The Shepherds?
- Why is the birth of Jesus such good news to Christians?
- How are angels portrayed in artwork?
- How is the good news of the birth of Jesus spread by Christians today?

## Art & Design

### UNIT: Explore and Draw

- How do artists explore the world around them to find inspiration?
- How can I use my local environment to explore and find ideas?
- Can I explore composition by arranging things I have collected?
- Can I talk about the items I collected and how/why I arranged them in this way?
- Can I take photographs of my artwork considering focus and light?
- Can I use careful looking for observational drawings?
- Can I combine different media in my observational drawings?
- Can I work small in my sketchbook and on large sheets exploring how to use line shape and colour in my work?
- Can I cut out and collage to explore composition?
- Can I talk about the work I have made and share things that were a success and things I would improve next time?



## Design & Technology (D.T.)

### UNIT: Mechanisms and levers

- Can I generate ideas based on simple design criteria and explain what I could make?
- Can I develop, model and communicate my ideas through drawings and mock-ups?
- Can I plan by suggesting what to do next?
- Can I select and use tools to cut, shape and join paper/ card?
- Can I use simple finishing techniques that are suitable?
- Can I explore existing products that use simple sliders and levers?
- Can I evaluate my product?



## Music

**UNIT: Hands, Feet, Heart** by Joanna Mangona - A song that celebrates South African music



- Listen and appraise
- Practice
- Improvise
- Perform

## Science

### UNIT: Uses of everyday materials

- Can I distinguish between an object and the material from which it is made?
- Can I identify and name a range of everyday materials?
- Can I describe the simple physical properties of a variety of everyday materials?
- Can I compare and classify a variety of materials based on their simple physical properties?
- Can I explore how the shapes of solid objects can be changed?
- Can I find out about people who developed useful new materials?
- Can I identify and compare the uses of a range of everyday materials?



## Physical Education (P.E.)

### UNIT: Fundamentals

- To develop balance, stability and landing safely
- To explore how the body moves differently when running at different speeds
- To develop changing direction and dodging
- To develop and explore jumping, hopping and skipping actions
- To develop coordination and combining jumps
- To develop combination jumping and skipping in an individual rope



### UNIT: Team Building

- To follow instructions and work with others
- To co-operate and communicate in a small group to solve challenges
- To create a plan with a group to solve challenges
- To communicate effectively and develop trust
- To work as a group to solve problems
- To work with a group to copy and create a basic map

### UNIT: Gymnastics

- To perform gymnastic shapes and link them together
- To perform gymnastics shapes with control and link them together
- To use shapes to create balances
- To link travelling actions and balances using apparatus
- To demonstrate different shapes, take off and landing when performing jumps
- To develop and refine rolling and sequence building
- To create a sequence using apparatus

### UNIT: Sending and Receiving

- To roll a ball towards a target
- To track and receive a rolling ball
- To send and receive a ball with your feet
- To develop catching skills
- To develop throwing and catching skills
- To send and receive a ball using a racket

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1 Corinthians 16:14 'Do everything in love'.**

## History

### UNIT: The Sinking of The Titanic

- What was life like for children in the Edwardian times? How is it different from now? Did children go to school?
- What impression did people seem to have of The Titanic?
- How different was the ship than those that went before?
- What significant event happened on 14th/15th April 1912?
- Why did The Titanic sink?
- Who was the Captain of The Titanic and was he to blame for what happened?
- How did life differ for the people onboard The Titanic?
- Using sources of evidence, what are the links between Titanic and our Local Areas of Winwick and Liverpool?
- What was the order of events from building to sinking? Where do these key figures/events fit on our historical timeline?



## Geography

### UNIT: Continents and Oceans

- Where in the world am I?
- Where are the world's continents?
- What are the world's oceans?
- Can I show the continents and oceans on a map?
- What are the main features of each continent?
- What is special about the continent of Africa?



## Physical, Social, Health & Economic Education (P.S.H.E.)

### My Happy Mind/ PSHE Curriculum/ No Outsiders

- What does our brain look like and how does it help us? How many parts does the brain have?
- How do our brains grow? What is neuroplasticity? How can Team H-A-P help us be our best self?
- Which emotions might impact Team H-A-P and how can I help Team H-A-P?
- How does Happy Breathing help us? Why does our brain react differently in different situations? How can neuroplasticity help Happy Breathing?
- What causes arguments and how can these be resolved?
- How do I recognise hurtful behaviour and what can I do?
- What is bullying and what are the different types?
- What is character and why does it matter?
- Which character strengths do we use the most? Why is it important to use character strengths?
- How can we grow our strengths?
- How can we share strengths with others and give positive feedback?
- What are the differences between surprises/ secrets and ones that make use feel worried? How can we get help with this?
- How do I resist pressure to do something that makes me feel worried or uncomfortable?
- What are the different groups in our society?
- What is diversity?
- How do we share the world?



## Computing

### UNIT: Online safety

Do I know how to search and share safely? Can I use email on 2Respond safely? Do I understand what a digital footprint is?

### UNIT: Making music

Can I use 2sequence? Can I make music using 2sequence? Can I create a soundtrack using 2sequence?

### UNIT: Coding

Do I know how to search and share safely? Do I understand algorithms and what they are? Can I use collision detection and a timer? Can I select different object types? Can I use buttons in a program?

