

English

- Use adjectives appropriately using the story of The Mouse and The Lion.
- To write a third person narrative based on The Mouse and The Lion.
- To consolidate phonic knowledge.
- Read fluently with expression, taking note of punctuation.
- Read a variety of texts, explore vocabulary and answer comprehension questions based on the following skills: retrieval, inference, predicting.

RE

- Talk about how the mezuzah in the home reminds Jewish people about God.
- Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat.
- Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means.
- Ask some questions about believing in God and offer some ideas of their own.

PSHE

- To talk about the special people in our lives and explain why they are important.
- To talk about why families are important and how they support us.
- To describe what makes someone a good friend and demonstrate these qualities.
- To talk about ways to resolve arguments and disagreements positively.
- To cooperate with others to complete a task successfully.
- To describe different ways to show others that we care and explain why this is important.

Wider School Opportunities

- Library visit
- Park Visit- Science Fieldwork

Year 2 Curriculum Overview

Autumn 1

Maths

- Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.
- 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 (with and without intervals) compare and order numbers from 0 up to 100; use <, > and = signs.
- Read and write numbers to at least 100 in numerals and in words.
- Use place value and number facts to solve problems.
- 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.
- Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.

Wider Curriculum

Music – Hands, Feet, Heart
Computing – Online Safety
PE – Games – Dribbling. Gymnastics – Balance
Art – Yayoi Kusama

Key Vocabulary

Noun, verb, adjective, adverb, sentence, full stop, capital letter, question mark, exclamation mark.
Digit, place value, tens, ones, partition, add, subtract, total, difference, number sentence.
Habitat, basic needs, microhabitat, never alive, survive depend, food sources
Technology, past, present, change, old-fashioned, modern, timeline, memory, interview, compare.

Science

Knowledge:

- To identify and classify things as living, dead or never alive.
- To identify plants and animals in different habitats and microhabitats and explain how they are suited to their environment.
- To explore how plants and animals depend on each other.
- To describe simple food chains, identifying what different animals eat and where their food comes from.

Working scientifically:

- To ask and answer simple scientific questions using observations and research.
- To make careful observations using simple equipment, such as magnifying glasses.
- To gather, record and present findings using tables, pictograms and diagrams.
- To use observations and data to identify similarities, differences and patterns and draw simple conclusions.

Humanities

- To understand that technology has changed over time, especially during the lives of parents and grandparents.
- To identify and describe how household technology has changed, such as TVs, phones, and kitchen appliances.
- To compare old and new technologies, recognising similarities and differences.
- To ask questions to find out about the past, using stories, photographs, and interviews with older family members.
- To place technological changes on a simple timeline, showing what came first and what came later.
- To use historical vocabulary, such as past, present, then, now, old, and new when talking about changes in technology.

English

- To write a character description based on The Tiger Who Came to Tea using a range of adjectives and sentence starters.
- To write a third person narrative based on The Tiger Who Came to Tea using appropriate vocabulary.
- Read fluently with expression, taking note of punctuation.
- Read a variety of texts, explore vocabulary and answer comprehension questions based on the following skills: retrieval, inference, predicting.

RE

- Share what the stories about Jesus say about good, bad, right and wrong.
- Talk about issues of good and bad, right and wrong related to the stories.
- Ask some questions about believing in God.
- Explain some ideas of their own about God.

Wider Curriculum

Music – Learning and performing songs for school nativity

Computing – Computer Art

PE – Dance - Communicating Moods and Feelings. Games - Throwing and Catching

DT – Puppets

Humanities

- To learn about the events of the Gunpowder Plot and understand why and know that it was a significant event in British history that happened over 400 years ago.
- To talk about what life was like in London in the past, compared to London today.
- To listen to and follow descriptions of past and present London, and draw or create images to show the differences.
- To describe how buildings and materials were different in 1666 and explain why this helped the fire to spread.
- To use simple historical vocabulary such as past, present, long ago, then, now, and evidence.
- To compare pictures and paintings from the time of the fire and make deductions about what happened.
- To place key events (Gunpowder Plot and Great Fire) on a simple timeline, showing what happened first.



Year 2 Curriculum Overview

Autumn 2

Maths

- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
a two-digit number and ones (mental/ fingers)
a two-digit number and tens (mental/ fingers)
two two-digit numbers
adding three one-digit numbers
- Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
- Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
- Compare and sort common 2-D and 3-D shapes and everyday objects.
- Order and arrange combinations of mathematical objects in patterns and sequences
- Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and
- distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

Wider School Opportunities

- Cinema trip.

Key Vocabulary

Statement, question, command, exclamation, noun phrase, past tense, present tense, prefix, suffix.

Add, subtract, total, difference, number sentence, 2D shape, 3D shape, edge, vertex (vertices), circle, square, triangle, cube, sphere.

Develop, young, offspring, live young, life cycle, diet, exercise, nutrients, hygiene

Jesus, God, Bible, belief, moral.

Past, Present, Timeline, Event, Change, Evidence, Deduction, Compare, Old, New

Science

Knowledge:

- To identify and match animals with their offspring and describe their characteristics.
- To describe how animals change throughout their life cycles and compare different life cycles.
- To identify the stages of the human life cycle and describe how people change as they grow.
- To describe the basic needs of animals, including humans, for survival.
- To explain the importance of exercise, healthy food and good hygiene.

Working scientifically:

- To ask simple scientific questions about living things and processes.
- To make and share observations using appropriate scientific vocabulary.
- To use observations and research to answer scientific questions.
- To record and present findings using simple tables, diagrams and Venn diagrams.
- To use simple secondary sources to research and find answers.

PSHE

- To identify everyday dangers and understand basic rules for staying safe.
- To talk about ways to stay safe at home and when out and about, including road safety.
- To know how to stay safe online and what information should be kept private.
- To understand that our bodies are private and know how to keep them safe.
- To understand the difference between safe and unsafe secrets and surprises.
- To identify trusted adults and people who can help us if we feel unsafe.
- To know what to do in an emergency, including who to contact for help.