

English

Reading – George's Marvellous Medicine, by Roald Dahl and Biscuit Bear, by Mini Grey.

Developing pleasure and motivation to read. Comprehension skills focusing on Y2 key skills/content domains both during whole class reading and guided group reading.

Speaking and Listening – Performance of poetry and music, interviewing and hot seating.

Writing Composition – Writing for different purposes, developing stamina, editing and checking work throughout.

Narrative: Description writing, diary entries, short story following on from class text.

Poetry: Writing shape poems and list poems.

Nonfiction: Newspaper article, information fact files.

Spelling: Weekly spellings linked to No-Nonsense spellings – focusing on Phase 5 GPC

Grammar: Linked to the National Curriculum requirements for Year 2. Main focus: full stops and capital letters, questions marks, commas, adjectives and conjunctions.

Handwriting: Children join and enhance the fluency and neatness of their writing. Emphasis on neat presentation and pride in all written work.

Religious Education

(According to Warwickshire and Coventry agreed syllabus for RE 2017)

Key Question: Who is a Muslim and what do they believe?

- Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.
- Re-tell a story about the life of the Prophet Muhammad.
- Recognise some objects used by Muslims and suggest why they are important.
- Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.
- Find out about and respond with ideas to examples of cooperation between people who are different.

Maths

Number – place values:

Count in steps of 2, 3 and 5 from 0 and in tens. Recognise the place value in a two-digit number (tens, ones). Identify, represent and estimate numbers to 100, compare and order numbers from 0 up to 100 using <, > and = signs. Read and write numbers to at least 100 in numerals and words. Use place value and number facts to solve problems.

Number – addition and subtraction. –recall and use addition and subtraction facts to 10 fluently. Show that the addition of two numbers can be done in any order and subtraction can not. Add and subtract numbers using concrete objects, pictorial representations and mentally.

Measurement: Money – recognise and use symbols of pounds (£) and pence (p); combine and find different combinations of coins.

Number – multiplication and division



Muck, Mess and Mixtures

Year 2 Curriculum plan – Autumn 2019

Mrs Withers/Miss Bradburn/Mrs Bean

Computing –

Programming

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.

Science

Units "Using Materials"

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
- Use their knowledge and understanding of materials to sort materials according to their properties.
- Explain why some materials are particularly suited to specific purposes, e.g. glass for window.

French

- Learn how to greet each other in French;
- To learn how to ask and answer questions such as: 'How are you?' 'What is your name?' 'How old are you?'
- Learn to say and recognise the numbers 1 to 20

History

To learn about significant historical events, people and places in their own locality
Guy Fawkes and the Gun Powder Plot.

Art

Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

- Use a range of materials creatively to design and make products.
- Learn about the work of a range of artists, with a particular focus on the work of **Jackson Pollock**, describing the differences and similarities between different practices and disciplines.
- Use drawing and painting to develop and share their ideas and imagination.

'Super Start': 'Messy Morning'

'Fantastic Finish': 'A Marvellously mucky and messy exhibition for parents/carers'

Design and Technology

Design purposeful, functional, appealing products for themselves and other users based on design criteria.

- Create their own smoothies and 'layered liquids'
- Visit to Pizza Express in Stratford Upon Avon to make delicious pizza, combining and mixing healthy ingredients.
- Select from and use a range of tools and equipment to perform practical tasks.

PSHE

Our 'New Beginnings' unit focuses on the following:

- feel a sense of belonging
- discuss how to manage feelings and understand others.
- look at different strategies to use to make choices.

It also links clearly with our SMSC development.

British Values and SMSC

Developing an understanding of fundamental British values

Spiritual: Understand how beliefs, experience and values are reflected in art. Explore how art can change the way you feel.

Social: Look at how art brings communities together. Look at how art can be used to communicate ideas, beliefs and imagination.

Cultural: explore how art is different around the world. Look at similarities between colour and patterns.

Democracy: Understand that everyone has the right to make a mark and express themselves freely through art.

Rule of Law: look at hazards around the home and how to stay safe

Individual liberty: understand how music is a platform to freely express your views and ideas.

Tolerance and respect: understand that everyone likes different types of art and they are to respect and tolerate other children's opinions.

Physical Education

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Games – Unit 3 – Dribbling, kicking and hitting

- To develop new skills relevant to specific games
- To know and apply basic tactics and strategies for attacking play
- To work co-operatively with another person in a team
- To observe and select information to evaluate their own and others' work.

Gymnastics – Unit H – parts high and parts low

- To travel and balance confidently showing different parts of the body high or low.
- To demonstrate being close to or far away from the floor and apparatus and show contrasts in shape and speed.
- To link three movements together smoothly in a planned sequence.
- To adapt and transfer work safely from the floor to the apparatus.