

Year 2 Autumn Term Curriculum -It's Your Choice

The Big Question: How do our choices affect us and the world we live in?

Theme Words: Choices Healthy Hygiene Determination

Visitor/Visit Chef to talk about healthy eating

Topic Linked Subjects

English

Class Texts:

Twisted Tales and
Instruction Writing

- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately.
- Demonstrate understanding of fiction and non-fiction texts by asking who, what, where, when, why and how questions
- Say, write and punctuate simple compound sentences using the joining words **and, but, so and or**
- Develop stamina for writing, in- order to write at length
- Form lower case letters of the correct size relative to one another
- Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.
- Plan and discuss what to write about e.g story mapping, collecting new vocabulary, key words and ideas.

History

Topic: Florence

Nightingale

How have the actions of others shaped the world today?

Area of Study

- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. **Florence Nightingale, Mary Seacole and Edith Cavell**
- Events beyond living memory that are significant nationally or globally – **Remembrance Day 11/11/1918 – end of World War 1.**
- Significant historical events, people and places in their own locality.
James Towers

Chronological Understanding

- Understand and use the words past and present when telling about an event
- Recount changes in my own lifetime
- Identify some similarities and differences between ways of living in different time periods
- Sequence events in order of when they happened, using a scale the teacher has given me
- Use a timeline to place/order important events, objects and significant people
- Begin to use dates
- Use words and phrases such as: *year 1 + years, decades, centuries, war*

Events, People and Changes

- Show they know and understand key features of events and significance of people they have studied
- Look at evidence to give and explain reasons why people in the past may have acted in the way they did
- Explain why Britain has a special history by naming some famous events and famous people

Historical Enquiry

- Identify different ways the past is represented
- Ask questions about the past
- Ask and answer questions about the past through observing and handling a wider range of sources
- Research a significant person and event using different sources to help

Historical Interpretation

- Identify and use books and pictures, stories, eye witness accounts, photographs, artefacts, historic buildings, museums and the internet to find out about the past.
- Select evidence and say how it can be used to find out about the past –discuss its reliability
- Begin to compare two versions of past events
- Begin to use stories and accounts to distinguish between fact and fiction

	<p><u>Communication</u></p> <ul style="list-style-type: none"> • Describe objects, people or events in history • Communicate ideas about people, objects or events from the past by writing, speaking, drawing, role-play or using ICT • Discuss the best way to present the information • Show an understanding of historical terms in particular: Explorer, parliament, government, war and remembrance.
<p>Science <u>Topic: Staying healthy</u> What do Humans need to grow and stay healthy?</p>	<p><u>Animals</u></p> <ul style="list-style-type: none"> • Find out about and describe the basic needs of humans, for survival (water, food and air). • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. • Describe how animals obtain food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. • Notice that animals, including humans, have offspring which grow into adults. <p><u>Humans</u></p> <ul style="list-style-type: none"> • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene <p><u>Asking Questions</u></p> <ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways <p><u>Concluding</u></p> <ul style="list-style-type: none"> • Use some scientific words to say what they have seen; digital recordings. • Use their observations and ideas to suggest answers to questions.
<p>Art <u>Topic: To Look at the Work of a Famous Artist-Keith Haring</u></p>	<p><u>Exploring and Developing Ideas</u> <u>Record and explore ideas from first- hand observations</u></p> <ul style="list-style-type: none"> • Ask and answer questions about the starting points for their work • Develop their ideas, try things out and change their minds • Build up resilience and be confident to try again! • Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities <p><u>Drawing</u></p> <ul style="list-style-type: none"> • Experiment with a variety of media eg pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. • Control the types of marks made with the range of media. <p><u>Lines and Marks</u></p> <ul style="list-style-type: none"> • Draw from observation- Experiment with simple marks and patterns • Draw on different surfaces <p><u>Shape</u></p> <ul style="list-style-type: none"> • Observe and draw shapes from observations • Draw different shapes <p><u>Tone</u></p> <ul style="list-style-type: none"> • Investigate tone by drawing light/dark lines, patterns and shapes <p><u>Collage</u></p> <ul style="list-style-type: none"> • Use a variety of media to make a collage eg fabric, crepe paper, magazines • Use a combination of techniques eg. folding, crumpling, overlapping in a piece of work <p><u>Painting</u></p> <ul style="list-style-type: none"> • Make paintings and begin to combine with different media eg collage • Experiment with approaches used by different artists (thick swirls of paint in The Starry Night) (Don't just copy a painting)

	<ul style="list-style-type: none"> Choose the type of brush needed for working eg small brush for small marks Learn how to create a background using a wash <p><u>Evaluating and Developing Work</u></p> <ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it Identify what they might change in their current work or develop in future work
<p>Design Technology <u>Topic: Healthy Food Plate</u> Which Foods Will You Choose?</p>	<p><u>Technical Vocabulary</u></p> <ul style="list-style-type: none"> Start to use technical vocabulary. <p><u>Design</u></p> <ul style="list-style-type: none"> Propose more than one idea for their product Add notes to drawings to help explanations <p><u>Make</u></p> <ul style="list-style-type: none"> Discuss their work as it progresses. <p><u>Discuss</u></p> <ul style="list-style-type: none"> Discuss how closely their finished product meets their own design criteria. <p><u>Cooking and Nutrition</u></p> <ul style="list-style-type: none"> Cut, peel, grate, chop a range of ingredients. Work safely and hygienically. Know about the Eat-well Plate. Understand where food comes from.
Discreet Subjects	
<p>Maths</p>	<p><u>White Rose Hub</u></p> <ul style="list-style-type: none"> Count forwards and backwards within 20 Count forwards and backwards within 50 Compare numbers within 50 Count objects to 100 Read and write to 100 in numerals and words Compare and order objects and numbers Count in 2's, 3's, 5's and 10's Know number bonds to 100 (tens) Add and subtract 1's and 10's Add 1 and 2 digit numbers crossing ten Add 2 and 2 digits Subtract 1 digit from 2 digit numbers crossing ten Count money in pence and pounds Compare amounts of money Tell the time o'clock
<p>RE</p>	<p>R.E.</p> <p><u>The Chosen People</u></p> <ul style="list-style-type: none"> Know we are chosen and gifted by God Know why God chose Abraham and that he trusted God to guide him Know that God chose Moses to help his people and that we are also chosen to help others Understand that Daniel had to be brave and have faith because he was chosen <p><u>Mysteries</u></p> <ul style="list-style-type: none"> Know about and reflect on mysteries Know that there are three persons in one God and that we can think about him in different ways Know about and reflect on God's choice of Mary and Joseph Know that Jesus is God's gift to the whole world

<p>PSHE <u>Topics: Keeping and Staying Healthy</u> <u>Feelings and Emotions</u> <u>Keeping and Staying Safe</u></p>	<ul style="list-style-type: none"> • <i>H2 About foods that support good health and the risks of eating too much sugar</i> • <i>H4 About why sleep is important and different ways to rest and relax</i> • <i>H6. That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</i> • <i>H8. How to keep safe in the sun and protect skin from sun damage</i> • <i>H9. About different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</i> • <i>H13. how feelings can affect people's bodies and how they behave</i> • <i>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</i> • <i>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</i> • <i>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</i> • <i>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</i> • <i>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</i> • <i>L6. to recognise the ways in which they are the same as, and different to, other people</i> • <i>L2. how people and other living things have different needs; about the responsibilities of caring for them</i> • <i>L3. about things they can do to help look after their environment</i>
<p>Computing</p>	<p><u>Information Technology</u></p> <p><u>Word processing / Typing</u></p> <ul style="list-style-type: none"> • <i>Use the space bar only once between words and use touch to navigate to words/letter to edit</i> • <i>Copy and paste images and text</i> • <i>Use caps locks for capital letters.</i> • <i>Add images alongside text in a word processed document</i> <p><u>Presentation, Web Design and eBook creation</u></p> <ul style="list-style-type: none"> • <i>Add voice labels to an image.</i> • <i>Add a voice recording to a storyboard.</i> • <i>Add speech bubbles to an image to show what a character thinks.</i> • <i>Import images to a project from the web and camera roll</i> <p><u>Digital Literacy</u></p> <p><u>Self-Image and Identity</u></p> <ul style="list-style-type: none"> • <i>Explain how other people's identity online can be different to their identity in real life</i> • <i>Describe ways in which people might make themselves look different online</i> • <i>Give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help.</i> <p><u>Online Reputation</u></p> <ul style="list-style-type: none"> • <i>Explain how information put online about me can last for a long time</i> • <i>Know who to talk to if I think someone has made a mistake about putting something online</i> <p><u>Online Bullying</u></p> <ul style="list-style-type: none"> • <i>Give examples of bullying behaviour and how it could look online</i> • <i>Understand how bullying can make someone feel</i> • <i>Talk about how someone can/would get help about being bullied online or offline</i> <p><u>Managing Online Information</u></p> <ul style="list-style-type: none"> • <i>Use keywords in search engines</i> • <i>Demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections)</i> • <i>Explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now,</i>

	<p>Siri)</p> <ul style="list-style-type: none"> • Explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real' • Explain why some information I find online may not be true <p><u>Health, Wellbeing and Lifestyle</u></p> <ul style="list-style-type: none"> • Explain simple guidance for using technology in different environments and settings • Say how those rules/guides can help me <p><u>Privacy and Security</u></p> <ul style="list-style-type: none"> • Describe why other people's work belongs to them • Recognise that content on the internet may belong to other people. <p><u>Copyright and Ownership</u></p> <ul style="list-style-type: none"> • Describe why other people's work belongs to them • Recognise that content on the internet may belong to other people
PE	<p><u>Dance</u></p> <ul style="list-style-type: none"> • Copy actions and moves e.g. travels, turns, twists, stretches, jumps • Vary actions and moves e.g. high, low, forwards, backwards, sideways • Change movement speeds to fit the mood of the music • Sequence and remember a simple dance routine • Co-ordinate arm and leg actions with the music e.g. march and clap in time • Interact with a partner e.g. hold hands, swap places, meeting and parting • Pupils copy and remember actions <p><u>Acquiring and Developing Skills</u></p> <ul style="list-style-type: none"> • Pupils copy and remember actions • Pupils repeat and explore actions with some control and coordination <p><u>Games</u></p> <ul style="list-style-type: none"> • Throw in different ways e.g. underarm and overarm • Catch with both hands • Roll a ball • Kick in different ways e.g. side and top of foot • Hit the ball • Decide where the best place to be is in a game • Cooperate in a team <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Stand and sit with body tension and extension • Balance in different ways e.g. front, back, side, bottom • Travel in different ways e.g. caterpillar, bunny, hop, monkey • Roll in different ways e.g. pencil, egg, dish, teddy • Jump in different ways e.g. straight, star, tuck • Perform a sequence with a jump, roll, travel and balance <p><u>Athletics</u></p> <ul style="list-style-type: none"> • Travel on feet in different ways e.g. run, skip, gallop • Jump in different ways e.g. 2-2, 2-1, 1-2, hop, leap • 'Send' in different ways e.g. throw, roll <p><u>Health and fitness</u></p> <ul style="list-style-type: none"> • Pupils describe how their body feels before, during and after different physical activity • Pupils explain what they need to do to keep safe and to keep healthy <p><u>Evaluating and Improving</u></p> <ul style="list-style-type: none"> • Pupils talk about what is different between what they did and what somebody else did • Pupils can say how they could improve
<p>Music <u>Topics: Hands, Feet, Heart and Christmas</u> <u>Production</u></p>	<p><u>Performing</u></p> <ul style="list-style-type: none"> • Play a range of tuned and un-tuned instruments. • Sing a wide range of songs (including rhymes and chants) • Keep to a steady pulse

- Start and finish with everybody else

Listening and Appraising

- Listen to a range of music (written and performed for different purposes and occasions) with growing concentration
- Experience a live performance (musicians from music service / other children performing / theatre performances / concerts)
- Say whether or not I like a piece of music
- Recognise beginning, middle and end or a repeated refrain (e.g. chorus)

Inter-related Dimensions of Music

- Name standard tuned and un-tuned percussion (e.g. drum / maraca / triangle / tambourine / wood block)
- Identify fast / slow (tempo) loud and quiet (dynamics), high and low (pitch), long and short (duration)
- Explore different ways to play instruments