

Year 2
Autumn Term 2017-18
Curriculum Overview

Subject	Autumn Term	
RE	<p>Unit A - Old Testament Stories Children will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> know that there are two parts to the Bible. Know stories about different people in the Old Testament who were called into friendship with God; recognise that psalms are special songs to praise and thank God. <input type="checkbox"/> Understand that in the Old Testament we can discover some important images of God for Christians today. <p>Unit B - Sharing in the life of Jesus: Mary, the disciples, the saints and us. Children will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> know important stories from the New Testament about the life of Jesus and Mary and the call of the disciples; Know that the Rosary is a special form of Christian prayer. <input type="checkbox"/> Know about the example of saints and important events in their lives. Understand and take part in a moment of stillness and prayer. 	<p>Unit C - Advent Children will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> know that Advent is a season of preparation for Christmas; describe the Advent Wreath and explain why it is a symbol of preparation for Christmas. <input type="checkbox"/> know the story of John the Baptist about preparing the way for Jesus. <input type="checkbox"/> Describe some ways the parish prepares for Christmas.
English	<p>Write narratives about personal experiences and those of others (real and fictional), write about real events, write poetry and write for different purposes. Plan or say out loud what they are going to write about. Write down ideas and/or key words, including new vocabulary. Encapsulate what they want to say, sentence by sentence. Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently. Proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]. Read aloud what they have written with appropriate intonation to make the meaning clear. Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks. Learn how to use commas for lists. Learn how to use apostrophes for contracted forms and the possessive (singular). Sentences with different forms: statement, question, exclamation, command. Expanded noun phrases to describe and specify [for example, the blue butterfly]. The present and past tenses correctly and consistently including the progressive form. Subordination (using when, if, that, or because) and co-ordination (using or, and, or but). Understand the formation of nouns using suffixes such as -ness, -er and compound [e.g. whiteboard, superman] Understand the formation of adjectives using suffixes such as -ful, -less. Understand the use of the suffixes -er, -est in adjectives and the use of the -ly in Standard English to turn adjectives into adverbs.</p>	
Maths	<ul style="list-style-type: none"> <input type="checkbox"/> Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. <input type="checkbox"/> Recognise the place value of each digit in a two-digit number (tens, ones). <input type="checkbox"/> Identify, represent and estimate numbers using different representations, including the number line. <input type="checkbox"/> Compare and order numbers from 0 up to 100; use <, > and = signs. <input type="checkbox"/> Read and write numbers to at least 100 in numerals and in words. <input type="checkbox"/> Solve problems with addition and subtraction: <ul style="list-style-type: none"> <input type="checkbox"/> Using concrete objects and pictorial representations, including those involving numbers, quantities and measures <input type="checkbox"/> Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. <input type="checkbox"/> Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> <input type="checkbox"/> A two-digit number and ones <input type="checkbox"/> A two-digit number and tens <input type="checkbox"/> Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. <input type="checkbox"/> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers, scales. <input type="checkbox"/> Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. <input type="checkbox"/> Find different combinations of coins that equal the same amounts of money. <input type="checkbox"/> Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. 	

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	<ul style="list-style-type: none"> <input type="checkbox"/> Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] <input type="checkbox"/> Order and arrange combinations of mathematical objects in patterns and sequences. <input type="checkbox"/> Know the number of minutes in an hour and the number of hours in a day. <input type="checkbox"/> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. <input type="checkbox"/> Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. <input type="checkbox"/> Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity. <input type="checkbox"/> Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. 	
Science	<p>Use of everyday materials Children will be taught to</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses <input type="checkbox"/> find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p>Animals including humans Children will be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> notice that animals, including humans, have offspring which grow into adults. <input type="checkbox"/> find out about and describe the basic needs of animals, including humans, for survival (water, food and air). <input type="checkbox"/> describe the importance for humans of exercise, eating the right amount of different types of food and hygiene.
Computing Taught by Mr. Ravenscroft	<p>Children will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use forward, backward and turn instructions and physically follow their instructions. <input type="checkbox"/> tell you the order they need to do things to make something happen and talk about this as an algorithm. <input type="checkbox"/> program a robot or software to do a particular task. <input type="checkbox"/> look at a friend's program and tell you what will happen. <input type="checkbox"/> use programming software to make objects move. <input type="checkbox"/> watch a program execute and spot where it goes wrong so that debug it 	
Topic (Geography and History)	<p>Florence Nightingale and Mary Seacole Children will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> be able to place the Florence Nightingale on a class time line and sequence the main events of her life correctly <input type="checkbox"/> know why they are famous <input type="checkbox"/> know the changes that they made in medicine <input type="checkbox"/> understand the important changes they made in medicine <input type="checkbox"/> compare their lives 	
PSHE	<p>Dotcom Scheme This term the children will be learning about key values and ways to feel safe. We will be discussing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> e-safety and way to stay safe online <input type="checkbox"/> how to cope with angry feelings <input type="checkbox"/> what are good and bad secrets <input type="checkbox"/> Recognising when you don't feel safe (Uh-oh feelings) <input type="checkbox"/> Who helps us when we don't feel safe. 	
Art and D & T	<p>Portrait painting</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use of thick and thin brushes on different types and sizes of paper. <input type="checkbox"/> Painting with different types of paint eg. Thick, thin, powder, block and ready mixed. <input type="checkbox"/> Paint with different equipment e.g. comb, feathers, sponge, hands. 	<p>Sliders and Levers</p> <ul style="list-style-type: none"> <input type="checkbox"/> Investigate how a range of sliders and levers work <input type="checkbox"/> make a mock-up and evaluate its effectiveness <input type="checkbox"/> design a Christmas using one of the mechanisms <input type="checkbox"/> make and evaluate the final product
PE	<p>Games Children will be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> master basic movements including running, jumping, throwing and catching, as well as <p>developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> participate in team games, developing simple tactics for attacking and defending 	<p>Dance Children will be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> participate in group dances, developing a simple sequence of moves <input type="checkbox"/> perform dances using simple movement patterns.
Music	<p>Exploring pulse, rhythm and pitch They sing with a sense of shape of the melody.</p>	

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	<p>They perform simple patterns and accompaniments keeping to a steady pulse. They choose carefully and order sounds within simple structures such as beginning middle and end in response to given starting points.</p>
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