

Year 2 Curriculum Map: Autumn 1

English	<p><u>Spellings:</u></p> <ul style="list-style-type: none"> • Review vowels/consonants, spellings of ai and ee • Review spellings of igh, oa, y(oo) • Teach j spelled g/ge/dge • Teach r spelled wr/Teach n spelled gn/kn • Teach ee spelled et/ s spelled c/ l spelled il • Teach common words or spelled oor/ igh spelled I and because/most • Teach u spelled o / o spelled a / or spelled a/al <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Use full stops, question marks and exclamation marks accurately. • Use and/but/because/so to extend sentences. • Use expanded noun phrases to add detail to description. <p><u>Writing</u></p> <ul style="list-style-type: none"> • To write a character description based upon the text 'The Sea Monster' by Chris Wormell. • To write a diary entry based upon the text 'The Secret of Black Rock'. • To write a letter of apology based upon the Katie Morag series of books. • To write poetry following a given structure.
Maths	<p><u>Place Value</u></p> <ul style="list-style-type: none"> • To recognise the value of each digit in a two-digit numbers. • To partition numbers to 100 • Identify and represent numbers using different representations including place value charts and number lines. • To read and write two-digit numbers in numerals and words. • Recall multiples of 10 above and below a given number. • Partition 2-digit numbers into different combinations. • Use place value facts and reasoning to solve problems.

	<p><u>Addition and subtraction</u></p> <ul style="list-style-type: none"> Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships e.g. if $7 + 3 = 10$ then $17 + 3 = 20$. Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. Add and subtract numbers where no regrouping is required, using concrete objects, pictorial representations, and mentally, including a two-digit number and ones. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including adding three one-digit numbers. <p><u>Geometry – 2d and 3d shapes</u></p> <ul style="list-style-type: none"> Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Draw 2-D shapes and complete shapes using vertical line of symmetry. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces Name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, cuboids, cubes, spheres and pyramids.) Identify 2-D shapes on the surface of 3-D shapes e.g. a circle on a cylinder and a triangle on a pyramid. Compare and sort common 2-D shapes and 3-D shapes and everyday objects describing similarities and differences e.g. find 2 different 2-D shapes that only have one line of symmetry and explain that a cube and cuboid have the same number of faces, edges and vertices but can also explain the difference between them.
Science	<p><u>Materials</u></p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Describe how the shapes of solid materials can be changed by squashing, bending, twisting and stretching.

P.E	<p><u>Games – Throwing and Catching</u></p> <ul style="list-style-type: none"> • To throw and receive with accuracy. • To maintain space. • To develop co-ordination using simple bouncing and catching. • To develop fluency when handling a ball. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • To perform and improve upon balances on different parts of the body. • To create matching balances with a partner. • To roll in different ways while showing control. • To jump safely in a variety of ways including on and off the apparatus. • To combine a selection of movements to create a gymnastic sequence. • To work with a partner to create a matching sequence.
History	Not covered this half term
Geography	<p><u>Round the UK</u></p> <ul style="list-style-type: none"> • To know the countries, capitals and seas of the UK. • To identify human and physical features within these locations. • To make comparisons between the capital cities of the UK. • To make comparisons between the capital cities of the UK and the capital city of Brazil.
R.E	<p><u>What is the good news Christians say Jesus brings?</u></p> <ul style="list-style-type: none"> • To know about the concept of Gospel and the good news of forgiveness, that Christians believe Jesus brings. • To know the instructions Jesus gives in the bible and how Christians follow these instructions. • To consider whether these instructions are helpful to non-Christians.
Music	<p><u>Exploring Beat and Rhythm.</u></p> <ul style="list-style-type: none"> • To understand what the beat and the rhythm is in music. • To be able to clap to the beat of the music. • To be able to clap different rhythms of the music. • To identify short and long notes in a piece of music. • To create a new rhythm for a song. • To become more confident when identifying claves, cymbals and castanets. • To follow a visual score.

P.S.H.E	<u>Being me in my world.</u> <ul style="list-style-type: none"> • To identify some of my hopes and fears for this year. • To understand the rights and responsibilities for being a member of my class and school. • To listen and share my own ideas about rewards and consequences. • To be able to recognise the choices that I make and the consequences of these choices.
Art	<u>Drawing - Telling a Story</u> <ul style="list-style-type: none"> • To develop a range of mark making techniques. • To explore and experiment with mark making to create textures. • To develop observational drawing. • To understand how to apply expressions to illustrate a character. • To develop illustrations to tell a story.
Design and Technology	<u>Fairground Wheel</u> <ul style="list-style-type: none"> • To explore wheel mechanisms and design a fairground wheel. • To select materials with appropriate properties. • To build and test a moving wheel. • To finish and evaluate a structure with a rotating wheel.
Computing	<u>Creating and Publishing</u> <ul style="list-style-type: none"> • To continue to develop typing speed and accuracy to enable independent and efficient access to a computer. • To use technology to word process work, making a wide range of edits and using common features of word processing tools. • To use the computer to create basic images.