

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.
<p>Science</p>	<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	<p><u>Being me in my world.</u></p> <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	<p><u>Drawing - Telling a Story</u></p> <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	<p><u>Fairground Wheel</u></p> <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	<p><u>Creating and Publishing</u></p> <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.