



Year 2

**Autumn Curriculum
Overview and Topic
Webs**

English

Fiction, Non-fiction and Poetry writing

Children will be asked to develop, recall and understand the language and organisational features of a range of text-types including: Narratives, Instructions and Calligram poems.

Grammar/Phonics:

English lessons will have a clear grammar and spelling element within them. This terms grammar focus includes: Noun phrases, commas in a list and different sentence types. Spelling will be taught using Spelling Shed to cover Y2 spelling rules.

Cross Curricular and Book focus:

Writing Instructions- Treasure Map
Geography- Spatial Sense Narrative- 'Issun Boshi' Fairy-tale from Japan (similar to Tom Thumb)

Maths

Place Value

Children revisit learning from Year 1 on numbers to 20. While children have already gone beyond this, the numbers from 11 to 15 often prove more difficult to understand, so this step provides an opportunity to revisit these numbers explicitly before moving on to look at numbers to 100 later in the block. If further consolidation is needed of numbers to 20, content from the previous year could be used.

In Year 1, children mainly focused on being able to recognise numerals written as words. They now shift their focus to independently writing numerals as words and vice versa, which will be built upon later in the block.

Addition and Subtraction

In Year 1, children looked at number bonds both to and within 10 in detail. Children now have the opportunity to revisit and consolidate this learning, with a specific focus on number bonds to 10. This learning is essential prerequisite knowledge for later in the block. The use of concrete resources such as counters and ten frames or even their fingers can support children in finding bonds for numbers within 10. While these manipulatives can be used to support children initially, they should ultimately become fluent in recalling their number bonds to 10.

Shape

Before learning about the properties of shapes, children need to recognise and name both 2-D and 3-D shapes and differentiate between them. Children should begin to understand that 2-D shapes are flat and that the manipulatives they handle in class are representations of the shapes. Children should be able to recognise both standard and nonstandard representations of 2-D and 3-D shapes. For example, they should notice that there is no such thing as an 'upside down triangle'; instead, it is just a triangle in a different orientation.

Religious Education

Old Testament Stories and Prayers

stories and the characters of the Old Testament. It will also introduce them to important images of God found in the scriptures.

Sharing in the Life of Jesus

This unit is designed to extend the children's knowledge and understanding of the life of Mary and Jesus and the call of the disciples. They will also learn about some saints who have responded to the call of Jesus. They will also be introduced to the prayer of silence as an opportunity to spend time with God.

Prayer and Miracles

This unit is designed to develop the children's understanding of Jesus' parables and miracles. Through these they will develop a greater understanding of who Jesus is and what his ministry was.

Advent

This unit is designed to develop children's knowledge of the time, symbols and characters of the liturgical Season of Advent. It will focus on Advent being a season of preparation for Christmas through the story of John the Baptist and parish activities.

Science 1

The Human Body

In this unit, children will have their first look at our digestive system, something they will return to in greater detail in Year Three and Year Four. They will learn that food gives us energy so we can move and grow. This connects to their learning in Year 1 about how living things need food to grow. They will begin to understand the digestive system sorts out the food we eat, taking nutrients and other essential things and leaving waste. Elaborating on their understanding of body systems, children will learn about the circulatory system which is made up of a complex network of blood vessels, arteries and veins. The role of the heart will be explored, and children will understand that blood is pumped around our bodies.

Humanities

History – Romans

This unit introduces children to the Romans and the Roman Empire, including the Roman invasion of Britain. They will also look closely at how the Roman Army was organised and evaluate what made them so successful. Children will learn about the significant rebellion led against the Romans by the Celtic queen of the Iceni, Boudicca. The children will analyse the similarities and differences between life in Britain before and after the Romans

Geography

Children will walk around their school site, noting the location of different parts of the school and will also think about direction using the four points of a compass. They will sketch a map of the school site before drawing a map with a key in the following lesson. Children will then look at Ordnance Survey maps and will begin to recognise symbols the symbols used. They will look for physical and human geographical features and how they are represented on a map

Physical Education

Attack, defend and shoot:

Send a ball using feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, e.g. dribbling and passing

Gymnastics

Describe and explain how performers can transition and link elements. Perform with control and consistency basic actions. Create and perform a simple sequence.

Computing

Computing is taught discretely through BGFL 365. Computing also takes a pivotal role throughout core and foundation subjects, where children are provided the opportunity to retrieve, record and publish work on computers. Children are taught to use computers and access the internet safely and appropriately through E-Safety lessons and during Safer Internet Day.

Science 2

Living things and their Environment

This unit helps children to understand the difference between things that are alive, things that are dead and things that are inanimate (have never been alive). Asking questions about the differences between these things will help children to think scientifically. Children will build on their substantive knowledge of different types of animals as they learn about habitats including rainforests, deserts, meadows and underground habitats. Some of these habitats will be familiar to children, others may not. Studying a variety of habitats helps children to ask and answer questions about habitats and their features and helps children to grow a body of knowledge in this area. Children will learn that microhabitats are habitats that are very small or limited, for example, under a log

Art

Colour and Shape

This unit starts by revising what the children learnt in year 1 about colour, and through looking at Kandinsky's Squares with Concentric Circles, Delaunay's Electric Prisms and Monet's The Beach at Trouville allows them to practise colour-mixing and brushwork skills. Geometric shapes are contrasted with organic shapes in portraits by Picasso and the mobile-like sculptures of Calder.

Colour, Shape and Texture

This unit builds on the previous unit, studying colour and shape together for three lessons, looking in detail at the late work of Matisse. By looking at Matisse's cut-outs the children revise what they have already learnt about shape and colour, are introduced to the use of colours that are complementary to each other and to the idea of composition

Technology

Remarkable Recipes

This project teaches children about sources of food and tools used for food preparation. They also discover why some foods are cooked and learn to read a simple recipe. The children choose and make a new school meal that fulfils specific design criteria.

KEY VOCABULARY

skeleton

the bones that **make up the human body**

joint

the place where **two bones come together**

muscles

muscles **move the different parts of our body** by contracting and relaxing

digest

the process where **the food we eat gets broken down**

red blood cell

vehicles that **carry oxygen** around the body

arteries

a **tube that blood cells travel through** around the body from the heart

veins

a **tube that carries blood cells back** to the heart

germs

tiny living things that **cause illness**

Edward Jenner

a scientist who **invented a vaccination against smallpox**

Louis Pasteur

a scientist who discovered that **heating liquids killed the germs** within

ways to keep healthy

reason

exercise

exercise keeps our muscles and bones strong, it also makes us feel happy

eating healthy foods

our bodies take nutrients from our food that help us to grow and stay well

resting

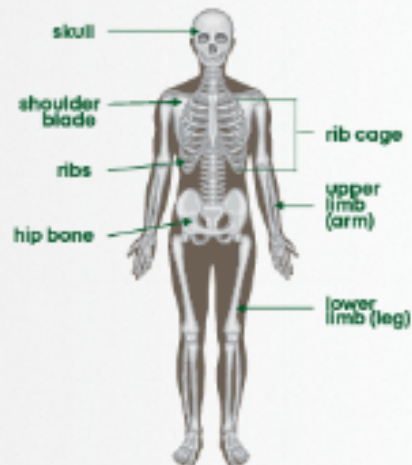
rest helps our bodies to recover and rebuild

keeping clean

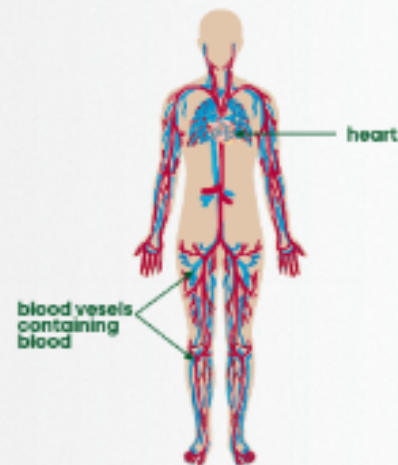
good hygiene prevents germs from spreading

medicines

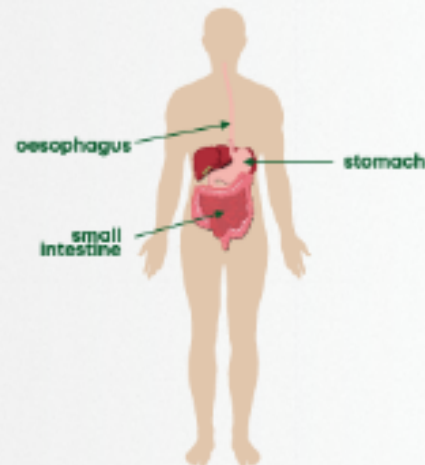
if we are ill, sometimes medicines can make us better



skeletal system



circulatory system



digestive system



muscular system



KEY VOCABULARY

alive

a plant or animal that is alive **moves, grows and reproduces**

dead

something that was a living thing but is **no longer alive**

habitat

a **place** where plants or animals live

microhabitat

is **very small part of a bigger habitat**, e.g., woodlice living under stones in a garden

adaptation

many plants and animals have adapted so they can **survive in a particular habitat**

food chain

a food chain is a diagram which shows us **how animals are linked by what they eat, and what eats them**: energy and nutrients are transferred around the food chain

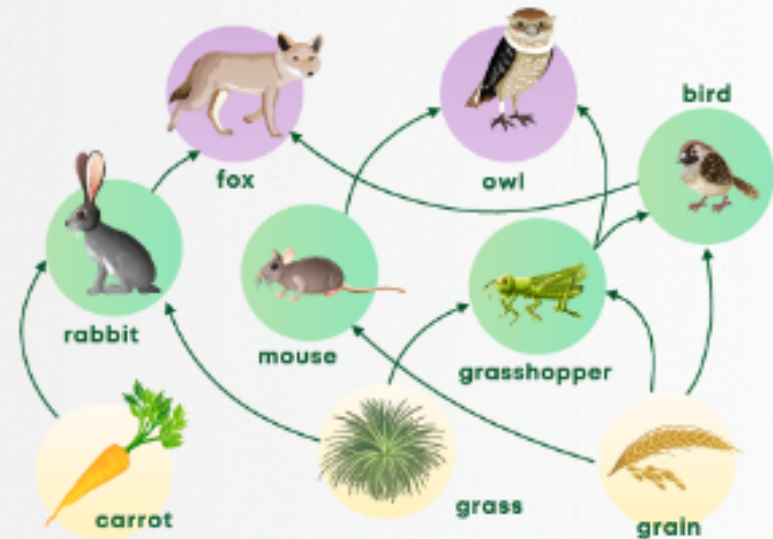
producer

plants are called producers because they **produce their own food**: food chains start with a producer (plant), nutrients and energy are transferred to the consumer

consumer

a consumer is a plant/animal that **eats another plant or animal**

food chain:



energy is transferred around the food chain

earthworms help to break down dead matter and provide nutrients for the soil



earth worms



a micro-habitat



Julius Caesar
tries to invade
Britain but
unsuccessful

54 BCE



Roman Emperor
Claudius
conquers Britain

43 CE



Boudicca leads a
rebellion against
the Romans

61 CE



Romans
withdraw from
Britain and Anglo
Saxons enter

401-410 CE

KEY
VOCABULARY

empire

a group of states or countries ruled over by a single person or ruling power

legion

a large group of soldiers who form one section of an army

cavalry

soldiers who fought on horseback

invasion

the entering or taking over of a place, by force

rebellion

when a group of people are angry about something, usually something done by the people in power, and rise up and fight them

emperor

a person who rules an empire

defeat

to lose against someone in a fight, war, or competition

aqueduct

bridge-like system built to move water from one location to another

centurion

soldier in the Roman army responsible for the command of one hundred men

the Roman Empire



Julius Caesar

tried to invade
Britain but was
unsuccessful

Emperor
Claudius

successfully
invaded Britain and
made it part of the
Roman Empire



Boudicca

led a rebellion
against the
Romans





map

a 2-D picture that shows **where places are located**

globe

a 3-D representation of the world

navigate

to **travel along a route**, finding a way through

location

the place **where something is**

direction

the **way something is moving or facing**

ordnance survey

an **organisation that produces maps** in the UK

symbols

small pictures that are used on maps to **represent features of a place**

scale

the **size of a map compared to the actual size of the area** it is showing: maps are much smaller than the real places they show

equator

an imaginary line around the Earth that **divides the Northern Hemisphere from the Southern Hemisphere**

a compass shows which direction you are facing:
a compass can help you navigate



the world



maps are 2-D, they can show a small or large area



globes are 3D models of the Earth





KEY
VOCABULARY

primary colours

yellow, red and blue: these colours cannot be mixed from other colours

secondary colours

green, orange and purple: these colours are mixed by combining two primary colours

warm/cool colours

yellow, orange and red are **warm colours**: these colours create a warm mood
blue, green and grey are **cool colours**. these colours create a cold mood

tint

when a colour is **made lighter** by adding white, e.g. a tint of blue (light blue)

shade

when a colour is **made darker** by adding black, e.g. a shade of blue (dark blue)

geometric shape

shapes we can name, e.g. square, rectangle, triangle, circle

organic shape

a **shape we cannot give a name to** (unlike a geometric shape) often found in the natural world

colour wheel



warm

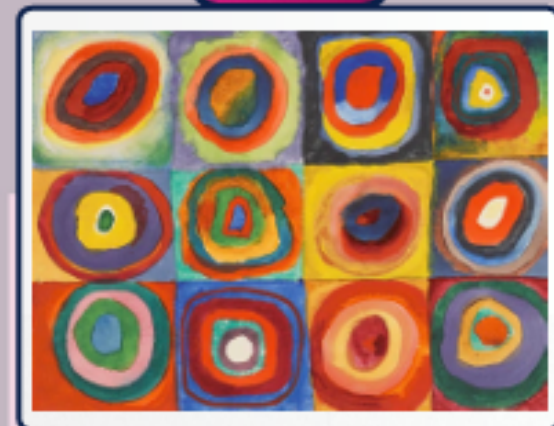
cool

Alexander Calder



The Star (1960)

Vassily Kandinsky



Squares with Concentric Circles (1913)

Matisse



Panel with Mask (1947)



primary colours

yellow, red and blue: these colours cannot be mixed from other colours

secondary colours

green, orange and purple: these colours are mixed by combining two primary colours

complementary colours

any **two colours which are opposite each other** on the colour wheel, e.g., yellow and purple are complementary to each other

geometric shape

shapes we can name: square, rectangle, triangle, circle

organic shape

a **shape we cannot give a name to** (unlike a geometric shape) often found in the natural world

composition

how **different ingredients** in art (e.g. colour, shape, texture) are **put together** to make up a whole work of art

cut-out

the words Matisse used to describe his **method of creating pictures with scissors and coloured paper**

texture

how an object **feels**

visual texture

when an artist uses different shapes, marks, colours, light or shade to **show how something feels** (texture)

Albrecht Dürer



Young Hare (1502)

Jan van Eyck



The Arnolfini Portrait (1434)