

Science

Focus: Uses of Everyday Materials

- Identify uses of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard.
- Observe and investigate different uses for materials.
- Compare the suitability of everyday materials.
- Group everyday materials
- Explore the purpose of different object.
- Identify and classify uses of everyday materials in the context of the local area.
- Find out and explain how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching and changing the shape of objects.
- Learn about the process of recycling.
- Find out about people who have developed new materials (Charles Macintosh)



Year 2 **Curriculum Map** **Autumn Term 1**

History

Nurturing Nurses

- Compare hospitals in the past to modern day hospitals.
- Find out about the lives of significant individuals who have contributed to national and international achievements (Florence Nightingale, Mary Seacole, and Sister Dora).
- Learn about the significance of local individuals and their contribution to daily lives (Sister Dora).
- Develop an understanding of chronology for past events.
- Explore and use different sources to investigate the past.



Art

Drawing

- Develop mark making skills including; direction, thickness, size and weight
- Have an understanding of, and investigate using pencil, to create different textures.
- Explore drawing through our use of line and shape.
- Look at the work of artists including Pablo Picasso
- Develop observational skills to create drawings
- Explore the work of Vincent Van Gogh and create a self-portrait using new knowledge and skills.

R.E

Focus: Is it possible to be kind to everyone all of the time?

- What does it mean to be kind?
- Is it possible to be kind to everyone all of the time?
- What lessons do Christians take from the Bible about being kind to others?

PE

Focus: Tag Rugby

- To hold and move with a rugby ball.
- To run with the ball.
- To pass the ball pointing the nose of the ball.
- To play tag games.
- To pass accurately to a partner.
- To try and score goals by getting past opponents.

Computing

Online safety & exploring purple mash

- Login into an account using a personal username and password.
- Use the space bar, backspace, delete, arrow keys and return.
- E-safety- use technology safely and be aware of safety on the internet.
- Create, store and retrieve digital content.



Music

- Know that rhythm is different to the pulse.
- Copy and clap back rhythms.
- Clap the rhythm of their name.
- Play instrumental parts accurately and in time
- Compose a simple melody using simple rhythms
- Find the pulse (a steady heartbeat) of the music and march in time with the pulse.

Year 2 timetable

Please see the fortnightly newsletter for important dates.

PE Days

Class 7 Monday

Class 8 Monday

Class 9 Wednesday

English Overview

Theme: Bravery vs Fear

The Bear Under the Stairs by Helen Cooper

Our writing unit begins with children arriving to find a mysterious shape in the classroom covered in a blanket with warnings and questions all over it. They go on to create questions and statements about what they have discovered before beginning to explore the book. Children will discuss their own fears and create their own entry for a class 'file of fears' before writing letters in role as William asking for help. They will send advice letters to William in response suggesting what he should do before creating their own oral retellings of the story before writing their own story about a child who is afraid of something in the house. Children will then explore fact and fiction around bears in order to create information reports about bears to send to William to help him feel less scared.

The Bear and the Piano by David Litchfield

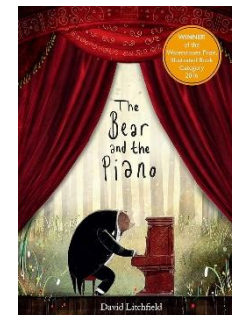
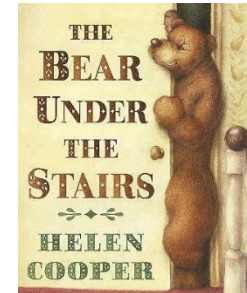
In this unit, The Bear and the Piano by David Litchfield, children arrive to class to discover an advert and, after being given tickets, attend a 'concert' of piano music. They then write statements as predictions before going on to use contracted verbs to write letters of advice. After drawing on the author's use of language to create noun phrases, they write a short news report before briefly bouncing out into a non-fiction piece where they research their chosen member of an 'Animal Orchestra'. This new character becomes the main protagonist in an own version narrative.

Grammar

We will continue to learn about *The Place Value of Punctuation and Grammar*. In the same way that place value in Maths forms the foundation for number understanding, this approach teaches grammar in a structured way that supports children in developing a secure understanding of punctuation and grammar, helping them to become confident and successful writers.

In Year Two, the children will focus on identifying nouns and verbs within sentences and understanding who or what the subject of a sentence is. They will apply this knowledge by writing their own independent clauses before moving on to using pronouns and co-ordinating conjunctions to further develop their writing skills.

We are reading:



Maths Overview

- Fill in missing numbers on a number line
- Order numbers (consecutive/ non-consecutive)
- Learn number bonds to 10 / 20 and explore number bonds to make different amounts.
- Use number bonds and related facts to solve problems
- Begin to bridge 10 using number bonds
- Identify place value in 2-digit numbers
- Solve missing number problems
- Investigate 2D shape, including tessellation
- Sort data using Venn and Carroll diagrams
- Explore symmetry
- Compare numbers using inequality signs

