# Year 2 Curriculum Map

## Autumn Term 2

## Science

**Focus: Animals including humans**

- Identify and classify, matching animals with their babies
- Notice that animals, including humans, have offspring which grow into adults and describe the changes that they go through.
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air), by identifying the ways that different animals meet their basic needs.
- Describe the importance for humans of eating the right amounts of different types of food, by exploring food groups.
- Describe the importance for humans of exercise, by finding out why humans need to exercise.
- Describe the importance for humans of hygiene, by learning about good hygiene habits.

## Geography

**Continents and Oceans**

- Understand and locate where we live in the world.
- I can name the seven continents and locate them on a map.
- I can name the five oceans and locate then on a map.
- I can describe the physical and human features of a continent.
- I know and can share facts about each of the seven continents.



## Design & Technology

**Textiles: Reusable Bag**

- Use knowledge from exploring existing products to help design a product.
- Design a product following a simple design criteria.
- Join materials / components together in different ways, including; gluing, taping, stapling and stitching.
- Talk about our work and say how it meets a design criteria.
- Evaluate what went well and test if our products are functional and explain why.
- Say if we would change our product next time and why.
- Use running stitch to join textiles together.
- Explain why certain textile are chosen and linking reasons to the materials properties, to make products stronger, stiffer and more stable.

## R.E

**World of Festivals**

- Find out what special times are celebrated in different religions
- Learn what happens during different celebrations.
- Think and talk about their own big days and those of others.
- Discuss that people celebrate different things and in different ways.

## PE

**Focus: Gymnastics**

- Develop balance, agility and coordination when balancing on different body parts, independently and with a partner.
- Develop balance, agility and coordination when rolling, jumping and combining movements to create a sequence.
- Perform an independent and paired balances on a piece of apparatus
- Show some control when they are rolling
- Copy, remember and perform three different movements to make a sequence
- Show some control when performing simple balances, jumps and rolls.

## Computing

The Internet

- To understand how the internet, the World Wide Web and a browser work together.
- To understand the different types of hardware used to access the internet and their functions.
- To understand the difference between a website and a webpage and use a school website to find information.
- To understand the difference between a browser and a search engine, and to practise searching for information safely

## Music

- To know and sing songs off by heart.
- To know that unison is everyone singing at the same time.
- Know that a performance is sharing music with an audience.
- Know that a performance can be a special occasion and involve a class, a year group or a whole school.
- Perform to an audience can include your parents and friends.

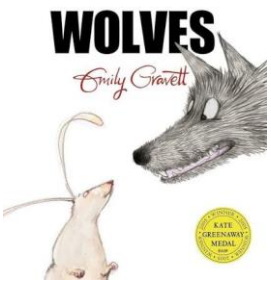
## English Overview

Me and You by Anthony Browne
Outcomes: Captions, information writing, letters, warning poster, labels
Main outcome: Non-chronological leaflet
Children explore two different versions of Goldilocks. Children initially familiarise themselves with a version available of the traditional tale, exploring what makes a traditional tale. They select adjectives to describe the character of Goldilocks that they then use to create a 'Wanted' poster. They go on to write a simple retelling as well as an apology letter in role as Goldilocks. Children move on to explore the text of Me and You by Anthony Browne where pictures are used to provide a context for why Goldilocks appears at the three bears' house. This is a more sympathetic view and the children tell the story from her perspective. Children receive a letter from a publisher asking them to create a sequel to the story, one in which Baby Bear is the main character who ends up somewhere he shouldn't.

Wolves by Emily GravetT
Outcomes: Wanted posters, letters, retellings, speech bubbles, retellings from another point of view Main outcome: Sequel stories
Children will receive a letter from the library to say that a book they borrowed is now overdue (the letter found at the back of 'Wolves'. Taking the book back to the library, they meet a fairytale character (adult in role), either Goldilocks or one of the three little pigs. The character explains that there are all sorts of 'rumours' flying around about wolves. Some people are saying they are good, others saying they are bad. Character asks children to help them find out what is fact and what is fiction and if they can create a leaflet that will educate the townsfolk about wolves so that they can keep safe.

**We are reading**:




## Maths Overview

**Place Value**
Understand that 2-digit numbers are made from some 10s and some 1s
Understand place value using 10p and 1p coins
Find and record all possible amounts using 10p and 1p coins

**Addition and Subtraction**
Solve addition and subtractions by counting on and back in 10s and then in 1s
Solve addition and subtraction problems using concrete and pictorial representations
Add and subtract 2-digit numbers
Add 1-digit numbers to reach the next multiple of 10 (number bonds to multiples of 10).
Use mental arithmetic methods to add and subtract.
Add near doubles to double 15
Add several small numbers spotting near doubles or pairs to 10 etc
Recognise coins and find totals of coins and wats to make an amount
Use coins to make given amounts of money

**Position and Direction**
Understand and use terms and vocabulary associated with position, direction and movement
Describe rotation in terms of quarter, half and three-quarter turns, clockwise and anti-clockwise

**Multiplication**
Double numbers to 20, including partitioning teen numbers, and find related halves
Count in 2s, 5s and 10s from zero
Count in multiples of 2p, 5p and 10p
Number sequences of 2s, 5s and 10s