

## Curriculum covered in Year 2 Autumn1 Half Term 2018.

<u>English</u>	<u>Maths</u>	<u>Science</u>	<u>Computing</u>	<u>Geography</u>	<u>History</u>
<p><b>Stories with Familiar Settings:</b> Children read a selection of stories with familiar settings. The children use role-play to retell the story from one character's point of view and explore different courses of action. Children plan and tell stories based on their own experience. They use the structure from shared writing to write their own complete stories.</p> <p><b>Reports:</b> The children read and compare paper and ICT-based non-chronological reports. They identify common features and evaluate effectiveness of a text to support reading. The children plan a non-chronological report identifying a general theme, using subheadings, key details and information. Children write their own non-chronological reports arranged into simple paragraphs.</p>	<p><b>Number, place value and rounding</b></p> <ul style="list-style-type: none"> <li>● count in steps of 2 and 5 from 0 and in tens from any number, forward and backward</li> <li>● recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>● read and write numbers to at least 100 in numerals</li> <li>● use place value and number facts to solve problems</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>● compare and order lengths, mass, volume / capacity</li> <li>● compare and sequence intervals of time</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>● identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>● identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> </ul>	<p><b>Grouping and changing materials</b></p> <p>Through this unit children learn to distinguish between an object and the material from which it is made. They learn about some of the ways materials can be changed and that heating can cause changes which produce materials which are often useful. Experimental and investigative work in this unit focuses on:</p> <ul style="list-style-type: none"> <li>● thinking about what is expected to happen</li> <li>● making and recording observations and comparisons</li> <li>● deciding whether a test is fair.</li> </ul>	<p><b>Presentation skills</b></p> <p>In this unit children will learn basic computer skills such as logging on and off, creating folders and saving work. They will organise ideas for a presentation and create a simple presentation with text, such as a powerpoint. They will learn how to add and format an image, reorder slides and finally present their presentation. They will learn how to search for images, folders and files and to print.</p>	<p><b>Theme – Fire! The Great Fire of London: London study</b></p> <p>The children study London to find out about the capital city of England. The children will use maps to locate London, find out about important geographical and historical sites as well as identify key buildings. The children will learn why people go to visit London and how they might travel around the city. They will also learn about the capital cities of the other countries that make up Great Britain.</p>	<p><b>Theme – Fire! The Great Fire of London</b></p> <p>This unit links an important event beyond living memory in British history, the Great Fire of London, with a famous person, Samuel Pepys. Children develop their sense of chronology and consider why the Great Fire happened; its results; and the different ways it is represented.</p> <p>The children will learn the reasons why the fire started, how the fire spread and what happened as a consequence of the fire in terms of buildings and fire fighting.</p>
<p><u>Music</u></p> <p>Provided by One Education Music Services</p>	<p><u>Art</u></p> <p><b>Theme – Fire! The Great Fire of London</b></p> <p>The children will develop drawing skills using tone, colour, line and shape. They will be using a range of different art resources such as soft pastels, wax crayons, pencils.</p> <p>The children will make and name colours on their own, including brown using a range of paints.</p> <p>We will make collage of the great fire of London and use drawing and painting skills to create compositions.</p>	<p><u>Design Technology</u></p> <p><b>Theme – Fire! The Great Fire of London: Making a fire engine/Making a Tudor House</b></p> <p>This unit builds on children's experiences of joining and combining sheet and reclaimed materials</p> <p>They are encouraged to develop their design ideas based on investigating vehicles in the world around them.</p>	<p><u>RE</u></p> <p>This investigation enables pupils to find out about sacred books from more than one religion. Pupils begin by recapping their work on special books and thinking about what makes a book 'holy'. They then move onto looking at stories and teachings in holy books and finding out what these mean for believers. Pupils learn how different holy books are treated and that some stories appear in more than one book.</p>	<p><u>Games</u></p> <p><b>Sports Development. Multi-Skills</b></p> <p>The children will develop agility, balance and co-ordination through a range of activities and games. They will learn the importance of a warm up and the effects on the body.</p>	<p><u>Citizenship/PHSE Choices.</u></p> <p>In this unit, children discuss their likes and dislikes and the difference between right and wrong. They develop decision-making skills, explore the influences on the choices they make, and practise resisting peer influence. They consider rights and responsibilities when making decisions. The unit highlights the use of knowledge and skills to make informed and responsible personal choices and to consider the effect of those choices on other people and the environment.</p> <p>New beginnings- starting in a new year, making plans and targets.</p>