



Year 2 Parents Curriculum Overview

Autumn TERM 1

Fire, Fire!

Our Topic and 'Wow' days this half term include:

Drama Day (21st September) – Treehouse theatre is coming into school to work with the children. We will go back in time to 1666 and re-enact the events from the Great Fire of London and bring the History to life!

Children will come to school in clothes which reflect those worn in 1666.

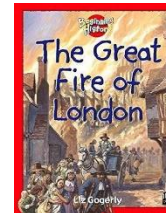
Live stream event - London Museum How did the Great Fire of London impact the lives of Londoners in 1666? Our pupils will be introduced to the sights and sounds of 17th century London and follow the dramatic sequence of events as the fire started, spread and was finally brought under control. Along the way, pupils can ask their questions to the museum's expert curator on the Great Fire. All from the comfort of our own classrooms.

Key Texts:

Literacy



History



PSHE

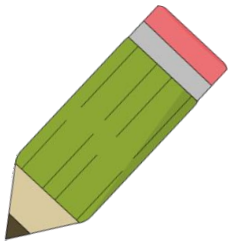


English Reading

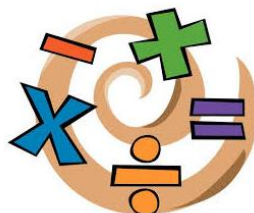


Comprehension - Retrieval

- know the purpose of scanning
- know the difference between close reading and scanning
- understand that retrieval is finding information directly from the text
- know when close reading or scanning is needed
- know the link between scanning and retrieval
- scan a text for specific word or phrase
- listen to, discuss and express views about a wide range of stories
- explain and discuss their understanding of books, both those they listen to and those that they read for themselves
- pick out the sequence of events in books (fiction)
- identify items of information which related within a text *E.g. narrative - how a character develops through a story*
- find recurring language in a story

	• retrieve details about characters • know that punctuation informs the way you read - ? , ! .
English Speaking and Listening	• Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and build vocabulary and knowledge • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Participate in discussions and performances and gain, maintain and monitor the interest of the listener(s) • Play a character different to self • Use conjunctions to help explain • Identify facts
English Writing 	Composition • Know the 'purpose' of the writing • Use a simple planning tool - a story map • Encapsulate what they want to say, sentence by sentence • Understand that a series of sentences must be coherent • Write a narrative about a personal experience • Write about real events • Read aloud their writing, pausing at punctuation, as a way to check their writing • Reread to check that all sentences start with a capital letter and end with a full stop • Reread to check that their writing makes sense and that the correct tense is used throughout • Know that a correction can be made to a spelling, punctuation or sentence structure • Evaluate their writing with the teacher or other pupils and make corrections Spelling, Vocabulary and Grammar • Use adjectives to describe a noun • Know that when one of more adjectives describes a noun this is called a (an expanded) noun phrase • Know different types of nouns E.g. <i>proper, common, collective</i> and <i>pronoun</i> • Use noun phrases for description • know different ways adjectives can be included in sentences • Know adjectives should be included in a particular order • use 'but' to join a clause when ideas are unexpected of the opposite • use 'so' to join a clause to show the effect of decision

	• use ‘or’ to join a clause to a word, phrase of another clause, when ideas are different or a choice • Know that statements express a fact, idea or opinion Punctuation • Use commas to separate items in a list • Use the word ‘and’ before the last item in a list • Understand that commas are used to separate adjectives in an expanded noun phrase • know that when words are contracted, the apostrophe shows where the letters are missing • Use apostrophes to show a singular contraction with common words in the present tenses E.g. <i>it’s, you’ve, you’re, I’ve, He’s, She’s</i> Spelling • Spell contracted word forms - he’s, she’s, it’s • Segment spoken words into phonemes and represent these with graphemes • Learn new ways for spelling phonemes for which one or more spellings are already known E.g. <i>ai, ay, a_e</i> • Write dictated sentences using GPCs, words and punctuation learnt • Spell the days of the week Handwriting Kinetic letters – revision from Year 1 • Form lower-case letters of the correct size relative to one another • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • Use spacing between words that reflects the size of the letters										
English Phonics 	This year we have started using the Essential Letters and Sounds (ELS) phonics programme. During the first half term, we will focus on helping children become familiar with the routines, resources and teaching approaches used within the scheme, while also revisiting and consolidating key phonics knowledge from Year 1. Children will practise recognising letters and sounds, reading and spelling common words, and applying their phonics skills when reading and writing. Regular review sessions will help build confidence, fluency and accuracy, ensuring that all children have a strong foundation for their continued reading and spelling development. <table><tr><td>1</td><td colspan="4">Review</td></tr><tr><td>2</td><td>nk</td><td>ue</td><td>aw</td><td>wh</td></tr></table>	1	Review				2	nk	ue	aw	wh
1	Review										
2	nk	ue	aw	wh							

		ooh! a pink sink	true, the sky's blue	fawn on the lawn	whip with a whisk
	3	ph photo on a phone	oo/yoo ew the crew flew	oa oe tiptoe past the doe	Review
	4	or au pause the launch	ee ey use money to buy honey	ai a_e cake by the lake	ee e_e the athletes compete
	5	igh i_e time to shine	oa o_e note in an envelope	oo/yoo u_e tune on the flute	s c cycle in the city
	6	ee y a lovely baby	or al walk along the wall	Review	
	7	Review and Assess			
	* Children who did not pass the Phonic Screen test in Year 1 are taught at their level in targeted groups				
Mathematics	 Number and Place Value • numbers to 20 • count objects to 100 by making tens • recognise tens and ones • use a place value chart • partition numbers to 100 • write numbers to 100 in words • flexibly partition numbers to 100 • write numbers to 100 in expanded form • know the position of 10s on the number line to 100 • know the position of and label 10s and 1s on the number line to 100. • Count in 2s, 5s and 10s. Addition and Subtraction • number bonds to 10. • fact families – addition and subtraction bonds to 20 • related facts • bonds to 100 (tens) • To add and subtract ones • To add by making 10 • To add three 1-digit numbers • To add to the next 10				

	Multiplication and Division • To recognise equal groups • To make equal groups • To add equal groups • To introduce the multiplication symbol • Multiplication sentences • Use arrays • Make equal groups – grouping • Make equal groups – sharing.
History 	• Know that historians use dates to describe events in time • Find out about events beyond living memory that are significant nationally or globally (The Great Fire of London) • Know that there are different ways to find out about the past • Use sources to answer questions about the past • Recognise why people did things, why events happened and what happened as a result. • Recount, understand and explain key historical events and understand the importance of key individuals.
Computing 	Information technology: Identifying IT and how improves our world in school and beyond. • To recognise the uses and features of information technology • To identify the uses of information technology in the school • To identify information technology beyond school • To explain how information technology helps us • To explain how to use information technology safely • To recognise that choices are made when using information technology
Design & Technology	London houses with moving parts • Explore how everyday products are designed and made. • Investigate simple moving mechanisms, such as sliders and levers. • Learn how sliders and levers help objects move. • Design and plan a London house with moving parts using drawings, templates, and models. • Build simple 3D structures using a range of materials. • Learn ways to make structures stronger and more stable through folding, layering, and joining materials. • Create a freestanding model and explore how to strengthen it. • Develop cutting, joining, and construction skills when making a model London house.

	• Test and evaluate finished products to see how well they meet the design brief. • Reflect on the design and making process and explain what has been learned.
Music 	Charanga: Hands Feet and Heart • To listen to and appraise recorded music. • To know that music is a mix of sound and silence • To listen to music and name some of the instruments playing • To know the meaning of music elements such as beat, tempo, rhythm, pitch and style • To know the beat is the pulse that I can move to
PSHE 	Being Me in My World • To identify some of my hopes and fears for this year • To understand the rights and responsibilities for being a member of a class and school, and the importance of making contributions • To be able to listen to other people and contribute own ideas about rewards and consequences • To understand how following the Learning Charter will help them and others learn • To recognise the choices we make and understand the consequences

Religious Education 	Christianity: Key question: Is it possible to be kind to everyone all the time?
PE 	Fundamental skills Children will ... • develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping • be given opportunities to work with a range of different equipment. • be asked to observe and recognise improvements for their own and others' skills and identify areas of strength.

	• be given the opportunity to work collaboratively with others, taking turns and sharing ideas.
	Dance Perform dances using simple movement patterns. • Using dance to explore the story of the Great Fire of London. • Developing balance, coordination and control through travelling, stretching, bending and reaching movements. • Moving in different pathways, directions and levels. • Creating and performing simple dance sequences inspired by fire, wind and people escaping the fire. • Working independently, with partners and in groups, including moving together in unison. • Building confidence, creativity and teamwork through movement and music.