

Year 2 Curriculum Coverage



Autumn Term Year 2 Miss Tidman Sunny Seaside.			
Topic texts	Knowledge	Skills	Enrichment Opportunities
	<p>English</p> <ul style="list-style-type: none"> Develop phonic awareness to be able to read and write words. Use simple punctuation in my sentences. Consider what they are going to write before beginning. Know the key components of building different sentence types. Narrative: Stardust (Jane Consodine) Non-fiction: Non-Chronological Report (Pirates - Jane Consodine) Non-fiction: Biography (Grace Darling – Jane Consodine) Poetry – Free Verse (My World and Me-Jane Consodine) Narrative: Polar Express 	<p>Reading</p> <ul style="list-style-type: none"> Read accurately words of two or more syllables that have the graphemes I have already been taught. Read accurately by blending sounds in words with graphemes I have already been taught, including alternative sounds for graphemes. Read most words for my phonic level quickly and accurately, without sounding them out and blending aloud. Check that the text makes sense to me as I read it, correcting myself when I make a mistake. Ask and answer questions about the text. Make predictions about what will happen next, based on what I have read. <p>Writing</p> <ul style="list-style-type: none"> To punctuate sentences, using capital letters, full stops, question marks and exclamation marks. Tenses are usually appropriate to the task. To identify and write a sentence as a statement, question, exclamation or command. To use expanded noun phrases for description or to be specific To join clauses using 'when', 'if', 'that', 'because, as well as 'or' and 'but'. To think about the different styles needed for different types of writing. Write down ideas and/or key words including new vocabulary (drawn from listening to, and talking about whole books). To use interesting adverbs to describe actions. To use interesting adjectives to describe people, places or objects To use simple conjunctions to link ideas logically e.g. also, as well, because, but. To show evidence of using simple similes, e.g. <i>as yellow as the sun</i>. When prompted, re-read what I have written to check for errors in spelling, grammar and punctuation. 	<p>Polar Express Experience Day</p>
	<p>Maths</p>	<ul style="list-style-type: none"> Read and write numbers to at least 100 in numerals and in words. 	

Year 2 Curriculum Coverage



	<p>(White Rose Scheme)</p> <p><u>Autumn 1</u></p> <p>Place value Addition and subtraction</p> <p><u>Autumn 2</u></p> <p>Money Multiplication and Division</p>	<p>Recognise the place value of each digit in a two digit number (tens, ones)</p> <ul style="list-style-type: none"> • Identify, represent and estimate numbers using different representations including the number line. • Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs. Use place value and number facts to solve problems. • Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward. • Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. • Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers. • Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods. • Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. • Find different combinations of coins that equal the same amounts of money. • Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. • Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) sign. • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. 	
	<p><u>Science</u></p> <p>Exploring Everyday Materials (Autumn 1)</p> <p>Growth and survival (Autumn 2)</p>	<ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways • Observing closely, using simple equipment • Performing simple tests • Using their observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions. <ul style="list-style-type: none"> • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	

Year 2 Curriculum Coverage



		<ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	
	<p>History</p> <p>Seaside past and present (Autumn 1)</p>	<ul style="list-style-type: none"> • Use historical vocabulary e.g. year, decade. • Order 3 or more people, events or using a given scale. • Recount main points from a significant event in history. • Look carefully at pictures or objects to find information about the past. • Ask and answer questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?', • Draw labelled diagrams and write about them to tell others about people, events and objects from the past. 	<p>Visit to the sand area at Telford Town Park</p>
	<p>Geography</p> <p>My world and me (Autumn 2)</p>	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. • Use subject-specific vocabulary. 	<p>Walk around Dawley (identifying features)</p>
	<p>Computing</p> <p>Online safety and spreadsheets (Autumn 1)</p> <p>Coding (Autumn 2)</p>	<ul style="list-style-type: none"> • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • Create and debug simple programs • Use logical reasoning to predict the behaviour of simple programs 	<p>Richard Smith coding visit</p>
	<p>Music</p> <p>Singing</p>	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes 	

Year 2 Curriculum Coverage



	<p>PE</p> <p>Indoor and Outdoor</p>	<ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • Participate in team games, developing simple tactics for attacking and defending 	
	<p>RE</p> <p>Gospel (Autumn 1)</p> <p>Ceremonies (Autumn 2)</p>	<ul style="list-style-type: none"> • Tell stories from the Bible and recognise a link with a concept: for example, the idea of 'good news' links to the practice of being thankful. • Give clear, simple accounts of what the texts mean to Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts. • Describe how Christians show their beliefs: for example, thanking God in prayer. • Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives. • Think, talk and ask questions about whether Jesus' 'good news' matters to anyone other than Christians, exploring different ideas. 	
	<p>PSHE</p> <p>Health & Wellbeing</p>	<ul style="list-style-type: none"> • <i>To understand what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</i> • <i>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</i> • <i>To learn about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</i> • <i>To understand the importance of, and how to maintain, personal hygiene.</i> • <i>To learn how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading</i> • To learn about the process of growing from young to old and how people's needs change • To learn the names for the main parts of the body • <i>To recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention</i> • What is meant by 'privacy'; their right to keep things private; the importance of respecting others' privacy 	

Year 2 Curriculum Coverage

