



# Year Two Curriculum Overview

## Autumn 2

### UK Explorers!



#### English



In English we will be using landscape paintings and stories based on familiar settings - such as the Grace Darling rescue and 'The Lighthouse Keeper's Lunch' - as a stimulus for narrative writing.

I can identify characters, settings and events in stories.

I can retell a story from a character's point of view.

I can use imaginative and adventurous descriptive vocabulary.

I can plan and write my own story with accurate sentence punctuation.

I can identify statements, commands, exclamations and questions and talk about their features.

I can identify nouns and verbs in sentences.

I can develop my knowledge of graphemes and phonemes to help me spell and read new words. (e.g. ai, ee, ie, oa, ue, ng, sh, oo, er, ar)

I can learn words and actions for the Christmas Performance.

I can spell common exception words.

#### Science



I can talk about how humans grow and change.

I can talk about how I've changed since I was a baby.

I know the effects of exercise on my body.

I can record my findings in simple tables and charts.

Please share these 'I can' statements with your child at home.

#### PSHE

We will be continuing Values Education, with a new theme for the half term of 'Inclusion'.

I can make sure no one is left out.

I can play and learn with others.

I know everyone is different and everyone is special.

I can help someone else to do something they couldn't do by themselves.

**We will also be exploring lots of different activities during our 'All different, all equal' (formerly Anti-Bullying) week.**

#### Mathematics



I can identify doubles and near doubles and use them in my calculations.

I can recognise odd and even numbers and multiples of 2, 3, 5 and 10.

I am learning written strategies to add and subtract two digit numbers.

I can solve problems involving money, measures and numbers.

I understand multiplication as 'lots of' and division as 'sharing' or 'grouping'.

I can use positional language to give directions and describe where something is.

#### Computing



I am beginning to understand what algorithms are and how they are implemented as programs on digital devices.

I can program a Beebot with an algorithm to direct it around a map of the U.K.

I can create and debug simple programs.

I can use logical reasoning to predict the behaviour of simple programs.

*You are welcome to visit your child's classroom any day after school. If you have any specific concerns please do not hesitate to contact us.*

## Geography



*Our Geography this half term is closely linked to landscape paintings and stories that we are using in English.*

- I know the points of the compass and can apply them to the UK.
- I can name the four countries of the UK, locate their capitals (and Brighton) on a map and name the seas surrounding our island.
- I can describe some characteristics of the four countries of the UK.
- I can recognise and describe the human and physical features of a locality.
- I can identify other places in the UK which are relevant to me.
- I can draw a simple map with a key.

## DT



- I can say how different types of axle work.
- I can design my own wheeled vehicle.
- I can make my wheeled vehicle using a range of tools and techniques.
- I can test and evaluate my wheeled vehicle and modify it if necessary.

## Things to work on at home...

- Count in 2s, 3s, 5s and 10s; forwards and backwards.
- Know number bonds for numbers to 20 by heart.
- Know doubles and halves to 10+10 by heart.
- Read a range of different stories; talk about the characters, setting, plot, problems and resolutions and comment on effective description.
- Practise spelling common exception words.



## RE

- I know what a synagogue is like inside.
- I can tell you about the festival of Hanukkah.
- I know about Christmas traditions around the world.

## PE



- I can perform some country dancing to music with a partner.
- I can throw, catch and bounce in different ways when standing still or on the move.
- I can choose and apply skills to make up games.
- I can develop simple strategies for extending my skills.
- I can describe my game and teach it to a partner.

## Music



- I can use my voice expressively and creatively by singing songs and speaking chants and rhymes.
- I can play tuned and untuned instruments musically.
- I can listen with concentration and understanding to a range of live and recorded music.

Most children will have achieved these outcomes by the end of the topic, some may go beyond and others may be working towards them. We will ensure the curriculum is differentiated to meet the needs of all children.