

Curriculum Information

Term: Autumn Term 2

Class/Year Group: Year 2

Inspiration/Theme: Autumn and Winter: Why do things change?		Curriculum Driver: PSHEE		Outcome of learning: poetry, story narrative, artefacts captions, illustrations for poems			
Core texts/artefact/film		Provocation -Inspire, Immerse		Display outcomes			
<p>Core texts: A First Book of Nature by Nicola Davies, The Bear and The Hare (film)</p>  <p>Class Readers Fantastic Mr. Fox The Owl who was Afraid of the Dark</p> <p>Reading Skills:</p> <ul style="list-style-type: none"> Express reasoned opinions about what is read and compare texts Discuss the sequence of events and how items of information are related. Discuss favourite word and phrases. Check the text makes sense and self- correct. Predict what might happen. Make inferences about characters' thoughts and feelings based on what is read. 		<p>Hook/Super Starter 'All about autumn' mood board</p> <p>Trips/Visitors/Marvellous Middle Westonbirt Arboretum</p> <p>Celebration/Fabulous Finish (week 6) Christmas Performance</p>		<p>Stories/poems/art on display at the end of term.</p> <p>Language of deduction</p> <ul style="list-style-type: none"> I think that... because... This happened...because I know this... <i>What do you think happened and how do you know that?</i> <p>Language of evaluation</p> <ul style="list-style-type: none"> I think...because.... Next time I could... I found...hard/easy because.... I like.....because..... 			
Topic Display		Reading Areas		Maths Challenge table			
<p>Key questions</p> <ul style="list-style-type: none"> Why do things change? How do things change? What do you notice about...? Is change a bad thing? <p>Key images/artefacts</p> <ul style="list-style-type: none"> Images of autumn and winter Copies of poems from core text Leaves, conkers, twigs <p>Key vocabulary Autumn, winter, seasons, changes, hibernation,</p>		<p>Year 2 Author Focus throughout the year will be: Roald Dahl</p> <p>Books</p> <ul style="list-style-type: none"> Poems about nature and seasons, non-fiction texts about seasons and nature. Fantastic Mr. Fox, The Owl who was Afraid of the Dark, Toby and the Great Fire of London, The Great Fire of London- Emma Adams <p>Questions Which is your favourite season? Why? What is a contents page used for? Can you find information about...?</p> <p>Story Basket Selection of natural objects for children to create an autumn narrative.</p>		<p>Key questions How many would I have left... How many groups...</p> <p>Key images/artefacts</p> <ul style="list-style-type: none"> Base 10 Numicon Tens frames Place value grid 100 square grid <p>Key vocabulary Subtract, divide, times, multiply, equals, lots of, groups of , shared equally inverse, less than, more than, take away</p>		<p>Home Learning</p> <ul style="list-style-type: none"> Go for a walk outside, discuss what you can see/ hear/ feel/ smell. How is this different to summer? Count in 2s 5s and 10s forwards and backwards. Weekly home learning: Change your child's reading books every Friday and read with your child daily. Spellings will be given out each week. Please practise them daily. Please use 'hit the button' to practise number bonds and times tables. Home learning will be set on a Friday and is due the following Wednesday. 	

English	Maths	Science	PE
<p>Outcome of learning: Children will write the narrative to go with The Bear and the Hare. Children will write a recount of their trip to Westonbirt Arboretum. Children will create their own seasonal poems.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Consider what we are going to write by planning or saying our ideas out loud. Create noun phrases. Identify and write question, command and exclamation sentences. Develop stamina for writing. Make simple additions, revisions and corrections by evaluating their writing with the teacher and other pupils. 	<p>Outcome of learning: Children will be able to solve problems using multiplication and division.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Recall multiplication and division facts for the 2, 5 and 10 times tables including division Subtract numbers, using concrete objects, pictorial representations and mentally, including regrouping and renaming Use concrete objects to group and share amounts equally. 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will investigate the properties and suitability of everyday materials in relation to building houses. <p>Key Skills:</p> <ul style="list-style-type: none"> Compare everyday materials Identify properties of materials Evaluate the suitability of certain materials for a specific purpose 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will learn key physical literacy skills of running, varying speed and direction Children will show consideration for each other when competing. Perform a superhero themed dance. <p>Key Skills:</p> <ul style="list-style-type: none"> Negotiate; dodge equipment and peers varying speed and direction. Explain why we need a warm up and cool down. Perform dances using simple movement patterns.
Art	RE	Music	History
<p>Curriculum outcomes: Children will create a 3D natural sculpture at Westonbirt Arboretum. Children will create illustrations for their published poems using mixed media.</p> <p>Key learning:</p> <ul style="list-style-type: none"> Manipulate materials to create a 3D sculpture Use the work of artists for their own inspiration Sketch animals using tone and shading 	<p>Curriculum outcomes: Children will know the Christmas story</p> <p>Key learning:</p> <ul style="list-style-type: none"> Understand why people of different religions celebrate different events in the year Recognise religious symbols 	<p>Curriculum outcomes: Children will learn songs to perform at their Christmas event, including actions. Children will use songs about 'The Great Fire of London' to embed facts about this historical event. Children will successfully play simple instrumental parts to accompany the songs. Children will use songs about Autumn and Winter to link with their class topic focussing on part-singing.</p> <p>Key learning:</p> <ul style="list-style-type: none"> Successfully learn songs by memory and perform to an invited audience. Use actions to convey the emotion and storyline. Include simple percussion. accompaniment. Sing in parts. 	<p>Curriculum outcomes: Children will create an informative poster to be displayed in a museum describing how historical objects were used during the Great Fire of London.</p> <p>Key learning:</p> <ul style="list-style-type: none"> Pose and find answers to their own historical questions about historical objects Research about a famous event that happens in Britain and why it has been happening for some time (Bonfire Night) Say at least two ways they can find out about the past, for example using books and the internet Identify how objects were used to try to stop the Great Fire of London Compare and contrast historical objects with modern day equipment

Computing	PSHE	DT	MFL
<p>Curriculum outcomes: Children will learn to write, read and perform unplugged programs. Children will write, test and evaluate programs to instruct a Bee Bot to accurately follow a path.</p> <p>Key learning:</p> <ul style="list-style-type: none"> • Understand what an algorithm is. • Create and debug simple programs. • Use logical reasoning to predict the behaviour of simple programs. 	<p>Curriculum outcomes: Children will know about ways we can keep safe and look after our wellbeing. Children will read the <i>Owl who is Afraid of the Dark</i>.</p> <p>Key learning:</p> <ul style="list-style-type: none"> • Understand why it is important to look after ourselves • Identify ways that we can stay safe • Explain how to get help if they feel unsafe 	<p>Curriculum outcomes: Children will create a moving Christmas picture with sliders and levers</p> <p>Key learning:</p> <ul style="list-style-type: none"> • Know about the movement of simple mechanisms • Design purposeful, functioning products that appeal to themselves and other users based on a design criterion. • Perform the practical skills of cutting, shaping, joining and finishing to produce a final product that follows the design criteria. • Incorporate the mechanisms levers and sliders into a design 	<p>Curriculum outcomes: Children will be able to greet one another in French. Children will be able to say the names of woodland animals in French</p> <p>Key learning:</p> <ul style="list-style-type: none"> • Improve accuracy of intonation and pronunciation • Understand and respond to spoken language
Geography			
<p>Curriculum outcomes: Children will use maps to identify the four countries and their capital cities in the United Kingdom.</p> <p>Key learning:</p> <ul style="list-style-type: none"> • Name and locate countries and cities on a map • Create a key and label maps 			