



## YEAR TWO AUTUMN TERM CURRICULUM 2020-21

### As Speakers and Listeners:

- listen and respond appropriately to adults and peers
- ask relevant questions to extend understanding, knowledge and vocabulary
- adopt a range of roles and respond to others in role

### As Readers:

- read accurately by blending sounds in words, read common exception words, read aloud books at a suitable level
- explore the key text 'A River' and 'The Night Gardener'
- discuss understanding of books at a higher level than they can read independently
- participate in 'book talk', discussing how and why writers make choices and how links can be made between books

### As Writers:

- sit correctly at a table, holding a pencil comfortably and correctly
- 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
- to write a setting narrative and a diary using the Night Gardener text as stimulus
- to write a circular narrative and a letter to inform using A River as a stimulus
- to write sentences that make sense using Year One punctuation (capital letters, full stops, question marks, exclamation marks and leaving spaces between words)
- correct choice and consistent use of past and present tense throughout writing
- to use apostrophes to mark where letters are missing in spelling
- to use commas to separate items in a list
- to use expanded noun phrases for description and specification
- to know and use different sentence types: statement and question
- to use subordination and co-ordination
- to use suffixes -er and -est in adjectives
- to use the suffix -ly to turn adjectives into adverbs

### As Mathematicians:

#### **Place value**

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones to demonstrate an understanding of place value
- understand the terms *less than*, *greater than* and *equal to*

#### **Addition and subtraction**

- use number bonds to 10 to learn number bonds to 20 /100
- add and subtract tens from 2 digit numbers
- add and subtract two 2-digit numbers

#### **Money**

- know the value of different coins
- count and compare money
- solve money problems and find change

#### **Multiplication (and division)**

- count in twos, fives and tens from 0, forwards and backwards
- learn 2, 5 and 10 times table

<p><u>As Scientists:</u> <b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>Ask simple questions and recognise that they can be answered in different ways</li> <li>Observe closely using simple equipment</li> <li>Perform simple tests</li> <li>Use observations and ideas to suggest answers to questions</li> <li>Gather and record data to help in answering questions</li> </ul> <p><b>Living Things and Their habitats</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of plants and animals in their habitats including micro-habitats</li> <li>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> <li>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other</li> </ul> <p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring which grow into adults</li> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li> </ul> <p><b>Everyday Materials</b></p> <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<p><u>As Computing Scientists:</u> <b>Computer Science</b></p> <ul style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>Create and debug simple programs</li> <li>Use logical reasoning to predict the behaviour of simple programs.</li> </ul> <p><b>Information technology</b></p> <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul> <p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Key Apps</b> Purple mash 2code</p>	<p><u>As Historians:</u></p> <ul style="list-style-type: none"> <li>Learn about changes within living memory. Where appropriate these should be used to reveal aspects of change in national life.</li> <li>Learn about events beyond living memory that are significant nationally or globally</li> <li>Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</li> <li>Learn about significant historical events, people and places in their own locality</li> </ul>	<p><u>As Geographers:</u></p> <ul style="list-style-type: none"> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> </ul>	<p><u>As Musicians:</u></p> <ul style="list-style-type: none"> <li>Recognise echoing phrases by ear</li> <li>Communicate the meaning of songs with good diction</li> <li>Maintain a body percussion pattern accurately</li> <li>Recognise the structure of verse and chorus</li> <li>Play paired echo pieces based on the rhythms of a familiar song</li> <li>Perform actions while singing an echo song</li> <li>Use dynamic contrasts and different vocal effects to evoke an atmosphere</li> </ul> <p>Lead an echo song confidently as part of a small group</p>
<p><u>Key Vocabulary:</u> Antennae, camouflage, food chain, habitat, honey, identify, life-cycle, micro-habitat, mimicry, pollen, predator</p>	<p><u>Key Vocabulary:</u> Action, algorithm, bug, character, code block, code design, command, debug/debugging, design mode, input, object, properties, repeat, scale, timer, when clicked, when key</p>	<p><u>Key Vocabulary:</u> Discover, invent, monument, plaque, protest, significant, statue, year, decade, century, activist, explorer, scientist, artist, monarch, period, era</p>	<p><u>Key Vocabulary:</u> car park, school, bank, woodland, field, path, bench, playground, flower bed, fence, gate</p>	<p><u>Key Vocabulary:</u> pitch, pulse, rhythm, dynamics, tempo, timbre, texture, structure, intro, verse, outro, chorus, improvise, compose,</p>

	<p>Search, display board, internet, sharing, email, attachment, digital footprint</p> <p>Backspace key, copy and paste, columns, cells, count tool, delete key, equals tool, image tool box, lock tool, move cell tool, rows, speak tool, spreadsheet</p>			
<p><u>As Artists:</u></p> <ul style="list-style-type: none"> <li>Use a range of materials creatively to design and make products</li> </ul>	<p><u>For spiritual and moral development, children will be learning about:</u></p> <p><b>Festivals of light</b></p> <p>*What is Hinduism? Where did it come from? What do Hindus believe? What is Divali? Why and how is it celebrated?</p> <p>*Why is light important to us?</p> <p>*Why do we think of light at Christmas? Where is the link between the birth of Jesus and light? What is a Christingle?</p>	<p><u>Enhancements, Visits &amp; Key Dates:</u></p> <p>*Visits to St. Michael's Church</p> <p>*Anti-Bullying Week Monday 11<sup>th</sup> – 15<sup>th</sup> November</p> <p>*Road Safety Week – Monday 18<sup>th</sup> – 24<sup>th</sup> November</p>	<p><u>As Respectful Responsible Citizens:</u></p> <p>*My special people – Differences between families in school, being respectful of differences – equality and diversity, belonging to groups and communities</p> <p>*Caring friendships – friendship ups and downs, managing conflict, seeking help if needed, being kind and unkind, how to tell and who to tell</p> <p>*Respectful friendships – self-respect and how this links to their own happiness, respect others including those in positions of authority</p> <p>*Rights and responsibilities e.g. share and understand need to return things that have been borrowed</p>	<p><u>As Design Technologists:</u></p> <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</li> <li>Use the basic principles of a healthy and varied diet to prepare dishes</li> </ul>
<p><u>Key Vocabulary:</u></p> <p>sketch</p> <p>Line: straight, feint, fine</p>	<p><u>Key Vocabulary:</u></p> <p>Hinduism, Divali, diva lamp, rangoli patterns, Christingle</p>		<p><u>Key Vocabulary:</u></p> <p>respect, rights, responsibilities, community, authority, conflict, equality, diversity</p>	<p><u>Key Vocabulary:</u></p> <p>nutrition</p>