YEAR TWO AUTUMN TERM CURRICULUM 2021-22

As Speakers and Listeners:	As Writers:	As Mathematicians:
• 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	• 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	**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

As Scientists:	As Computing Scientists:	As Historians:	As Geographers:	As Musicians:
Working Scientifically • Ask simple questions and recognise that they can be answered in different ways • Observe closely using simple equipment • Perform simple tests • Use observations and ideas to suggest answers to questions • Gather and record data to help in answering questions **Living Things and Their habitats** • Identify and name a variety of animals in their habitats including micro-habitats • 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. • 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 • Discuss how animals adapt to survive in the habitat in which they live **Animals** • Understand that a minibeast, or invertebrate, is a small creature and that there are thousands of different types of minibeasts in the UK including ladybirds, snails, spiders and woodlice • Identify minibeasts and group them according to their features such as colour, number of legs, body parts or colour • Notice that animals have offspring which grow into adults • Find out about and describe the basic needs of animals for survival (water, food and air). • Understand how minibeasts protect themselves in different ways to protect and defend themselves from predators such as warning colours, playing dead, use stings, bite, spray. **Everyday Materials**	**Computer Science** • Understand what algorithms are and create a computer program using an algorithm • Create a program using a given design (use collision detection; understand function of buttons in program) • Debug simple programs • Use logical reasoning to predict the behaviour of simple programs. • Design an algorithm that follows a timed sequence • Understand that different objects have different properties • Understand what events do in code • Revise spreadsheet related vocabulary • Use copying, cutting and pasting shortcuts • Explore capabilities of spreadsheets • Add and edit data in a table layout **Information technology** • Use technology purposefully to create, organise, store, manipulate and retrieve digital content **Digital Literacy** • 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. **Key Apps** Purple mash	• Learn about changes within living memory. Where appropriate these should be used to reveal aspects of change in national life. • Learn about events beyond living memory that are significant nationally or globally • 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, e.g. Mary Anning; Neil Armstrong; Joseph Lister; Paul Cezanne; Emmeline Pankhurst; Rosa Parks; Christopher Columbus; Vincent Van Gogh; Henry VIII; Elizabeth I. • Use Dawson's model to understand why a person is historically significant. • Categorise significant people into the following groups: activists; explorer; scientists ;artists; monarch. • Learn about significant historical events, people and places in their own locality, e.g Lord Leverhulme and Port Sunlight Soap Factory, Bromborough.	• 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	• Recognise echoing phrases by ear • Communicate the meaning of songs with good diction • Maintain a body percussion pattern accurately • Recognise the structure of verse and chorus • Play paired echo pieces based on the rhythms of a familiar song • Perform actions while singing an echo song • Use dynamic contrasts and different vocal effects to evoke an atmosphere Lead an echo song confidently as part of a small group

• 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.	2code 2calculate			
Key Vocabulary: Antennae, camouflage, food chain, habitat, honey, identify, life-cycle, micro-habitat, mimicry, pollen, predator, warning colours, playing dead	Key Vocabulary: Action, algorithm, background, button, collision detection, debug, design mode, event, key pressed, nesting, object, predict, run, properties, run, scale, scene, sequence, sound, test, text, timer, when clicked/swiped, backspace key, copy and paste, columns, cells, count tool, delete key, equals tool, image toolbox, lock tool, move cell tool, rows, speak tool, spreadsheet.	Key Vocabulary: Discover, invent, monument, plaque, protest, significant, statue, year, decade, century, activist, explorer, scientist, artist, monarch, period, era	Key Vocabulary: car park, school, bank, woodland, field, path, bench, playground, flower bed, fence, gate	Key Vocabulary: pitch, pulse, rhythm, dynamics, tempo, timbre, texture, structure, intro, verse, outro, chorus, improvise, compose,
As Artists: • Use a range of materials creatively to design and make products • Learn about William Morris and making links to their own work • Use a range of materials creatively to design and make a product	For spiritual and moral development, children will be learning about: **Festivals of light** *What is Hinduism? Where did it come from? What do Hindus believe? What is Divali? Why and how is it celebrated? *Why is light important to us? *Why do we think of light at Christmas? Where is the link between the birth of Jesus and light? What is a Christingle?	Enhancements, Visits & Key Dates: Visits to Gilroy Nature reserve Aut 1 Fun Food Chef – Exploring Honey Aut 1 Visit to Port Sunlight Museum Aut 2	As Respectful Responsible Citizens: *My special people – Differences between families in school, being respectful of differences – equality and diversity, belonging to groups and communities *Caring friendships – friendship ups and downs, managing conflict, seeking help if needed, being kind and unkind, how to tell and who to tell *Respectful friendships – self-respect and how this links to their own happiness, respect others including those in positions of authority *Rights and responsibilities e.g. share and understand need to return things that have been borrowed	As Design Technologists: • Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). • Use the basic principles of a healthy and varied diet to prepare dishes
Key Vocabulary: sketch *Line:* straight, feint, fine Sculpture *Pattern; shape*	Key Vocabulary: Hinduism, Divali, diva lamp, rangoli patterns, Christingle		Key Vocabulary: respect, rights, responsibilities, community, authority, conflict, equality, diversity	Key Vocabulary: nutrition

Books read in the wider curriculum.				
Autumn 1	Bugs, Bees and other buzzy creatures by Dorling Kingsley. Out and about minibeast explorer by National Trust. Minibeasts Young Explorers Bugs First Facts by Dorling Kingsley. The Wonder Garden by Kirstjana Williams. The Bug Collector by A G. Griffiths. DK Eyewonder 'Bugs' Mini beats The Best in Science by Little Science Stars. My first book of Mini beasts by Anita Ganeri and David Chandler. Let's Explore Mini beasts by Fun Kits. It's Science! All kinds of habitats by Franklin Watts. Snails by Emma Lynch.	Non-fiction	Mayfly Day by Jeanne Willis. 10 Seeds by Judith Brown. Yucky Worms by Vivian French. Mad about minibeasts by Giles Andreae. Ruby's Worry by Neil Percival. George's Marvellous Medicine by Roald Dahl. Why Mosquitoes Buzz in People's Ears: A West African Tale by Verna Aardema. Who Is Bear by Keith Baker. Tadpole's Promise by Jeanne Willis. The Fly by David Horacek. All about caterpillars and moths by Jeanne Willis. Usbourne begiiners 'Spiders'. The Bad-tempered ladybird by Eric Carle. Mini Beasties Poems selected by Michael Rosen. The Very Hungry Caterpillar by Eric Carle.	Fiction

Books read in the wider curriculum. **recommended books but not yet ordered*				
Aut 2	The Hodgeheg by Dick King Smith. Into the forest by Anthony Browne. Voices in the park by Anthony Browne. Greenling by Levi Pinfold. Black Dog by Levi Pinfold. *The Faraway Tree by Enid Blyton** *Tree: Seasons Come, Seasons Go by Patricia Hegarty.** *Moon by Patricia Hegarty.** *Leaf Man by Lois Ehert.** *Neil Armstrong by Izzi Howell.** *Christopher Columbus and Neil Armstrong.** *Great Explorers: Christopher Columbus by Charlotte Guillain.** *Rosa Parks Little People, Big Dreams by Lisbeth Kaiser.** *Emmeline Pankhurst Little People, Big Dreams by Lisbeth Kaiser.** *Fantastically Great Women Who Changed The World by Kate Pankhurst.** *The Little Scientist: A Discovery Primer by Joan Hubb.** *100 people who made history by Dorling Kingsley.** *100 women who made history by Dorling Kingsley.**	Non-fiction	The Way Back Home by Oliver Jeffers. Hidden Figures by Margot Lee Shetterley. Man on the moon (a day in the life of Bob) by Simon Bartram. *Ada Twist, Scientist by Andrea Beaut.y** *Exploring the Wild by Cale Atkinson.** *Strictly No Elephants by Lisa Mantchev.** *Greta and the giants by Zoe Tucker.** *Malala's Magic Pencil by Malala Yousafzai.** *The Great Explorer by Chris Judge.** *Strictly No Elephants by Lisa Mantchev.**	Fiction