<u>Year Two Curriculum</u> Autumn Term: Minibeasts

English - Talk for Writing

- Narrative: To retell a story with actions; to retell a story through role-play; to plan a story in sequence; to use adventurous adjectives; to write a story in sentences; to edit sentences; to write compound sentences using 'and'; to plan and write an original story.
- Instruction writing: learning the features of instructions and writing our own imperative verbs, time connectives, diagrams, lists.
- Phonics: To revise graphemes ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au and split diagraphs. Suffixes er, est, ing and ed.
- Grammar, Punctuation & Spelling (GPS) full stops, capital letters, exclamation marks and exclamation sentences, question marks, commas, brackets, inverted commas for speech. Verbs, nouns, adjectives, adverbs and conjunctions. Spelling taught through Rising Stars scheme.

Mathematics

Maths No Problem

- Place Value: To identify hundreds, tens and units; to order 1, 2 and 3-digit numbers and use dienes to represent; to identify the value of each digit in 1, 2 and 3-digit numbers.
- Four Operations: To use a range of methods partitioning, column method, number lines to add, subtract, multiple and divide.
- Number Bonds and Times Tables: To rapidly recall key number facts for bonds to 10, 20 and 100; to rapidly recall the 2, 5, 10 and 3 times table facts and their related division facts.

Computing

- To use technology safely and respectfully; to keep personal information private; to know where to go for help and support when there are concerns online; to retrieve data in a range of digital formats; to manipulate data in a range of digital formats; to recognise common uses of information technology beyond school.
- Espresso coding- software for coding.
- 2 Paint software for images.

Science – Living things and their habitats

- To explore and compare the differences between things that are living, dead and things those have never been alive.
- Identify and name a variety of plants and 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 some different sources of food.

Art

• To select appropriate tools, techniques and materials, explaining their choices; to assemble, join and combine materials and components with support; to recognise what they have done well and suggest improvements.

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- Special Places: To recognise the belief in God as Creator; to explain the importance of hymns sung at church and at school to praise the natural world; to recognise our responsibility to look after the world God has given us.
- To describe a special place
- To explain the Islamic creation story.

P.E

- Games Skills: To use space to play games confidently and safely; to improve the way we coordinate and control our bodies; to remember, repeat and link combinations of skills; to choose, use and vary simple tactics; to improve the way they control their bodies and a range of equipment.
- Gym: To perform basic skills in travelling, being skills and finding a space; to vary the way they perform skills by using movement phrases; to learn to improve the quality and control of their work; to observe, copy and describe what others have done; to improve the way they control their body and equipment.
- Dance: To learn, practice, perform and review a range of movements.
- Swimming

Music

• Hands, Feet and Heart: To learn how to improvise using voice or instruments; to perform a composition; to make choices about their performance.

British Values

• Tolerance of those with different faiths and beliefs; R.E lessons – special places of a range of religions. R-time – discussing different beliefs and understanding of different opinions. History – 'black history month' looking at multicultural books and figures.