Berkswell Church of England Primary School Curriculum Overview
Year 2 Autumn Term – Blue Planet

English

T4W Narrative - The Rainbow Fish by Marcus Pfister *(Story of Change)*

Writing End Points:
Composition
Text Structure:
- Use present and past tense mostly correctly and consistently.
- Write simple coherent narratives

T4W Information – Polar Animals

Writing End Points:
Composition:
Text Structure
- Write about real events, recording these simply and clearly.
- Use present and past tense mostly correctly and consistently.

BREAK

Additionally, each class studies a class book during BREAK (Berkswell reads for Enjoyment andKnowledge) sessions.

This term, children in Year 2 will be reading:
- **Osbornes First Encyclopaedia of Seas and Oceans**
- **Under the Sea Poems**

Handwriting
- Form capital letters and digits of the correct size, orientation and relationship to one another.
- Form lower-case letters of the correct size relative to one another.
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

Phonics and Spelling

Word Structure:
- Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.
- Use subject related vocabulary
- Year 2 Common Exception Words

Spelling Shed Objectives:
- Words where ‘dge’ makes a /j/ sound
- Words where ‘ge’ makes a /j/ sound
- Words where ‘g’ makes a /j/ sound
- Words where ‘c’ makes a /s/ sound before ‘e’, ‘i’ and ‘y’
- Words where ‘kn’ and ‘gn’ make a /n/ sound at the beginning of words
- Words where ‘wr’ makes a /r/ sound at the beginning of words
- Words ending in ‘le’
- Words ending in ‘el’
- Words ending in ‘al’
- Words ending in ‘il’

Grammar and Punctuation

Punctuation:
- Demarcate most sentences with capital letters and full stops with some use of question marks and exclamation marks.

Sentence Structure:
- Use some expanded noun phrases to describe and specify.

Grammar:
- Use present and past tense mostly correctly and consistently.

Maths

Number and place value

- Count forwards and backwards within 50.
- Count in steps of 2 from 0.
- Count in steps of 10 from multiples of 10.
- Read and write numbers to 50 in numerals.
- Identify tens and ones in two-digit numbers.
- Use concrete resources to represent numbers.
- Compare numbers within 50.

Mastering Number-NCETM

- Review the composition of the numbers 6 to 9 as '5 and a bit'
- Compare numbers using the language of comparison and use the symbols < > =
- Review the structure of even numbers (including exploring how even numbers can be composed of two odd parts of two even parts) and the composition of each of 6, 8 and 10
- Review the structure of odd numbers (including exploring how odd numbers can be composed of one odd part and one even part) and the composition of 7 and 9.
- Consolidate their understanding of the numbers 10 and 20 as '10 and a bit'.

Addition, subtraction, multiplication and division

- Recall number bonds within 10.
- Recall number bonds within 20.
- Add and subtract one-digit numbers mentally.
- Add a two-digit number and ones without crossing ten.
- Subtract ones from two-digit numbers without crossing ten.
- Solve simple one-step addition and subtraction problems using equipment and pictures.

Multiplication and division

- Make equal groups.
- Count objects in equal groups.
- Count in 2s.
- Identify odd and even numbers.
- Understand multiplication as repeated addition.

Fractions

- Recognise equal and unequal parts.
- Understand a whole.
- Identify one-half of shapes.

Measures

- Compare lengths directly.
- Compare mass directly.
- Compare capacity directly.
- Use vocabulary: longer, shorter, heavier, lighter, fuller, emptier.
- Recognise coins and notes.
- Count coins in pence.
- Sequence events.
- Use time vocabulary.
- Know days and months.

Geometry

- Identify common 2D shapes.
- Describe sides and vertices.
- Identify common 3D shapes.
- Use positional language.
- Describe movement forwards and backwards.

Statistics

- Sort objects into categories.
- Count and compare categories.
- Record information in simple tables.

Science

Living Things

Children classify things as living, once alive and never alive. They learn about the characteristics of living things. They look for characteristics of life in plants and establish that plants are living things.

Key Concepts

- That objects can be classified as living things, things that were once alive and thingsthat have never been alive.
- That life is characterised by a series of processes that are common to all living things,including plants.

Habitats

Children spend time learning about familiar and unfamiliar habitats such as woodland and the seashore. They work in the classroom and outdoors to look at animals and plants and further their knowledge of the variety of life in different places. They extend their knowledge of the diets of different animals to understand about food chains.

Key Concepts

- Different local conditions in nature are called habitats.
- Different habitats contain different animals and plants that are suited to their habitats indifferent ways.
- Plants make their own food. Some animals eat plants and some eat other animals.

Computing

Being Safe in a Digital World

Children will learn the fundamentals of staying safe online. They will explore this through the themes of self-image and identity, online relationships, online reputation and online bullying.

Route Explorers

In this unit children use the tool 2GO to code. They learn to build simple algorithms to move a screen turtle along routes. They consider direction and distances and create commands.

The Internet

Children are introduced to the fundamentals of the Internet, including its purpose, how we access it and how to use it safely and effectively. They will explore the role of browsers and search engines, website and webpages and develop the skills needed to search for and evaluate information online.

Creating Pictures

Children explore digital art creation through the use of a digital art tool. They will learn about famous art styles and how a digital art tool can be used to reproduce art in that style.

Geography

Our Blue Planet

Children use atlases to identify and name the 7 continents and 5 oceans of the world. Using oceans as their main focus, they identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. They then study the animals that habitat the oceans at these different locations and consider how they adapt to their environment.

History

Race to the pole- Captain Scott

In this unit children develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of finding out about Robert Falcon Scott's expedition to the Antarctica.

Religious Education

Layover unit (Muslim worldviews)

In this unit children will learn about the core beliefs of the Muslim Worldview. They will begin by exploring what God is like for people with a Muslim worldview. They will then discover how those with a Muslim worldview demonstrate their belief and learn about the importance of the Qur'an. They will also learn about the role of Muhammed in Islamic worldviews.

Understanding Christianity: Incarnation

Why does Christmas matter to Christians?

Children will learn that Christians believe that Jesus is God and that he was born as a baby in Bethlehem. They will recall the story of Jesus' birth from the Bible and explore the different ways in which Christians celebrate His birth.

Music

Hands, Feet, Heart

Hands, Feet, Heart is a song written for children to celebrate and learn about South AfricanMusic. As well as learning to sing, play, improvise and compose with this song, children willlisten and appraise different styles of South African music.

Ho, Ho, Ho!

The learning is focused around one song: Ho Ho Ho - a Christmas song. Children will listen & appraise other styles of music and continue to embed the interrelated dimensions of music through games, singing and playing.

Art

Creatures of the ocean.

Children will explore the diversity of plants and animals in the ocean, focusing on colour, pattern and shape. They will be introduced to a variety of different artistic techniques including sculpture, leading to final pieces of artwork that represent different creatures of the ocean.

Physical Education

Gymnastics

Children will improve their control and fluency in jumps and progress their rolling skills. They will learn to link movements together to create short sequences and begin to transfer these skills onto apparatus.

Ball Skills

Children will develop their ability to move confidently with a ball in their hands, changing direction while maintaining control. They will explore throwing in different directions and towards targets. They will develop their attacking and defending awareness. The children take part in small-sided games where they apply their skills and practise simple tactics.

Social Dodgeball

Children will build on their fundamental movement skills, including throwing, catching, dodging and moving in different directions, with increasing control and accuracy. Children will develop a deeper understanding of how to compete against themselves as well as working more effectively with others. They will begin to develop tactics for attacking and defending.

Jungle Yoga

Children will perform basic yoga skills developing greater control, balance and coordination. They will begin to move more smoothly between poses, keeping their body stable and controlled. Children develop their understanding of breathing, learning how to relax, focus and take deep breaths to help their body feel calm.

Design and Technology

Moving Pictures – Sliders and Levers

Pupils will explore existing moving pictures and then try out a range of different sliders and levers. The project will culminate with the pupils designing a moving picture, using the sea as a starting stimulus, for a class book.

PSHE- The Jigsaw Approach

Jigsaw brings together PSHE Education, emotional literacy, mindfulness, social skills and spiritual development. Jigsaw is designed as a whole school approach with all year groups working on the same theme (Puzzle) at the same time.

The children will cover two themes (puzzles) this term:

Being Me In My World

This covers a wide range of topics including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; italso looks at children's rights and responsibilities, working and socialising with others, and pupil voice.

Celebrating Difference

This focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships,and conflict; children learn to accept everyone's right to 'difference' and explore the concept of 'normal'. There is a big focus on bullying, learning what it is and what it isn't anddeveloping strategies for dealing with it effectively.

French

Pupils are introduced to basic French phrases and key vocabulary through the use of songs and games.

