

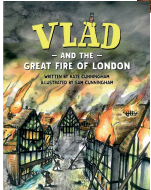





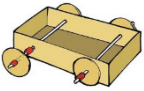







## Our Year 2 Curriculum – Autumn 2

<b>Lens</b>  <b>Big Question</b> 	Society  How has London changed since the Great Fire of London?
<b>Maths</b> 	Our maths focus will be addition and subtraction. We will be learning to add and subtract numbers using concrete objects, pictorial representations, and mentally, including; a two-digit number and ones, a two-digit number and tens, two two-digit numbers and adding three one-digit numbers. In addition to this, we will identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. After this, the children will identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces identifying 2-D shapes on the surface of 3-D shapes. Finally, they will compare and sort common 2-D and 3-D shapes and everyday objects.
<b>English</b>	The children will be writing non-fiction texts this half term based around their previous learning in science. They will write information texts about animals and their habitats using a range of technical vocabulary. Pupils will use previously taught grammar skills such as conjunctions and capital letters for proper nouns to ensure that their writing links together and makes sense. They will continue to focus on handwriting and spelling as they construct sentences in the present tense.
<b>History</b>  	To answer the question 'How has London changed since the Great Fire of London?' Children will be learning where and when the Great Fire Of London started and they will understand the events that happened throughout it. They will find out why the fire spread so quickly and stayed alight for so long. They will learn how we know about the Great Fire of London. We shall examine some of the ways that London has changed since and discuss, from what we have learnt, who was responsible for the spread of the fire.
<b>Science</b> 	Through their learning of animals and their habitats, children will question whether all animals eat the same thing. They will be learning to find living, non-living and never-lived items and comparing the differences between them. Children will learn how to sequence animals and plants in a food chain based on the different habitats that they have learned.
<b>Religious Education</b> 	In RE we shall be studying the religion of Christianity. We will be asking the question 'Why do Christians believe God gave Jesus to the World?' Throughout this unit, the children will understand incarnation and the importance of Christmas in the Christian calendar. The children will learn the story of Jesus and how Christians believe he is the Saviour.
<b>PSHE</b> 	Our concept is Bullying and answering the question 'What is Bullying?' Children will understand that words and actions can affect how people feel. They will learn why name-calling, hurtful teasing, bullying and deliberately excluding others is

	<p>unacceptable. Children will learn how to respond if this happens in different situations. They will learn how to report bullying or other hurtful behaviour.</p>
<p><b>Music</b></p> 	<p>In Year 2 we will be exploring pitch and developing an understanding of high, middle and low sounds through songs and tuned percussion instruments. We will be composing and performing our own pieces of music using these three sounds and recording them using graphic scores.</p> <p>This term we will also be learning about and listening to music from the Medieval, Renaissance and Baroque eras.</p> <p>We will also be preparing songs for our 'Winter Concert'</p>
<p><b>Design &amp; Technology</b></p> 	<p>Our focus in Design &amp; Technology is – to design, make and evaluate. We will be exploring modern fire vehicles and investigating wheels, axles and chassis and know that there are two different ways of fixing them together so that a vehicle can move. They will investigate ways of creating and decorating the body of a fire vehicle and can include essential parts – windows, doors, hose, ladder and siren. Children will start by drawing and designing a fire vehicle and labelling their design. They will then make a moving fire vehicle based on a design by joining and combining materials and evaluating their finished product. <b>To enable the children to do this we are asking for parents to send in shoe boxes, see-through cellophane, bubble wrap, clear plastic, empty chocolate boxes and juice/milk carton lids.</b> To enhance the children's learning the children may also be visited by the local fire emergency services.</p>
<p><b>Computing</b></p> 	<p>In Information Technology and Digital Literacy, the children will learn how to keep themselves safe online. They will learn how to log into my GSuite Classroom and open google slides, write a title and change the size, colour and font. In addition to this, children will retrieve a google slide and select relevant pictures from google and paste them in. To enhance their English learning, the children will also publish their learning using these skills in Google Docs.</p> <p><b>Online Safety: How do I keep things safe online?</b></p>
<p><b>Indoor PE</b></p> 	<p>We shall focus on gymnastics. The children will work to achieve the following:</p> <ul style="list-style-type: none"> <li>• To perform gymnastic shapes and link them together.</li> <li>• To be able to use shapes to create balances.</li> <li>• To be able to link travelling actions and balances using apparatus.</li> <li>• To demonstrate different shapes, take off and landings when performing jumps.</li> <li>• To develop rolling and sequence building.</li> <li>• To develop sequence work on apparatus.</li> </ul>
<p><b>Outdoor PE</b></p> 	<p>In PE, the children will be taking part in team games. In these lessons, they will be learning:</p> <ul style="list-style-type: none"> <li>• To develop an understanding of target games and consider how much power to apply when aiming at a target.</li> <li>• To understand how to score in different target games using overarm throwing.</li> <li>• To develop an understanding of different target games using the skill of kicking.</li> <li>• To develop striking to a target.</li> <li>• To develop hitting a moving target.</li> <li>• To select an appropriate skill to play a game.</li> </ul>

## Swimming



In swimming this half term the children will be

- developing their confidence when entering and moving in the water.
- learning how to enter and exit the pool safely and developing their confidence in the water
- developing their confidence to submerge in the water
- developing their ability to float and kick in the water.