








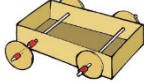






Our Year 2 Curriculum - Autumn 2

Big Question 	Who was responsible for the spread of the fire during the Great Fire of London?
Maths 	Our maths focus will be Addition and Subtraction. Children will first learn to connect addition and subtraction with counting, developing two important skills; an understanding of parts and wholes and an understanding of unitising 10s to develop efficient and effective calculation strategies based on known number bonds and an increasing awareness of place value. Addition and subtraction are taught in a way that is interlinked to highlight the link between the two operations. Children will select methods and approaches based on their numbers sense. Teaching will always emphasise the importance of mathematical thinking to ensure accuracy and flexibility of approach and the importance of using known number facts to harness their recall of bonds within 20 to support both addition and subtraction methods. They will start to see calculations presented in a column format.
English  	Narrative: Using the book 'Frog and Toad' by Arnold Label children will plan, write and edit a narrative with build-up. Non-Fiction: Children will read 'Vlad and the Great Fire of London' by Kate Cunningham and will write a factual recount of the Fire of London. In spelling, grammar and punctuation children will apply the following to their writing; multi clause sentences - coordination (using or, and, or but); tenses - present simple; subject verb agreement; adverbs (time); question marks, exclamation marks; apostrophe for contraction (e.g. couldn't, don't).
History 	To answer the question 'Who was responsible for the spread of the fire during the great Fire of London? Children will be learning where and when the GFOL started and they will understand the events of the GFOL. 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 the GFOL and discuss who was responsible for the spread of the fire from what we have learnt.
Science 	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 things and the differences between them. Children will learn how to sequence animals and plants in a food chain based on what they eat in woodlands and how to sequence them based on what they eat in the African Savanna. They will also sequence animals and plants in a food chain based on what they eat in a pond habitat.

<p>Religious Education</p> 	<p>In RE we shall be studying Celebrations. We shall ask why do religious communities celebrate festivals and what is the significance of light? They will explore the festival of Diwali and understand the reasons why Hindus celebrate it. They will understand the importance of light in the celebration of Diwali.</p> <p>We shall also learn about the importance of light in the Jewish celebration of Hanukkah.</p> <p>We shall understand some of the rituals practised by Christians before and at Christmas. We shall understand the importance of light in the celebration of Christmas and compare the similarities and differences between Diwali, Hanukkah and Christmas.</p>
<p>PSHE</p> 	<p>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 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>Music</p> 	<p>Duration: Children will be able to develop long and short sounds and be able to have an understanding of long and short through movement. They will be able to create sequences of long and short sounds and be able to explore long and short sounds on classroom percussion instruments. Children will read simple stick notation - crotchet and quavers.</p>
<p>Design & Technology</p> 	<p>Our focus in Design & Technology is - design, make and evaluate. We shall be exploring modern fire engines 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 engine and can include essential parts - windows, doors, hose, latter and siren. Children will start by drawing and designing a toy fire engine and labelling their design. They will then make a moving toy fire engine based on a design by joining and combining materials and evaluating their finished product.</p>
<p>Computing</p> 	<p>In Information Technology and Digital Literacy, we shall learn how to keep ourselves safe online. We shall learn how to log into my GSuite Classroom and open google slides, write a title and change the size, colour and font. Children will retrieve my google slide and select relevant pictures for my google slides from google and paste them in.</p>
<p>Indoor PE</p> 	<p>We shall focus on Gymnastics. Children will work to achieve the following:</p> <ul style="list-style-type: none"> I am beginning to provide feedback using key words. I am proud of my work and confident to perform in front of others. I can perform the basic gymnastic actions with some control and balance. I can plan and repeat simple sequences of actions. I can use directions and levels to make my work look interesting I can use shapes when performing other skills. I can work safely with others and apparatus.