

Curriculum Overview

Year 2

Year 2 at William Law CE Primary School

This document will cover:

- Foundation curriculum overview
- Maths - Autumn overview
- Book spine for Autumn
- Writing & SPAG progression for the year
- Phonics
- Reading skills for Autumn
- History overview for Autumn 1
- Geography for Autumn 2
- Science overview for Autumn
- Computing overview for Autumn
- PSHRE overview for Autumn
- Art and DT overview for Autumn
- PE overview
- Music overview for Autumn
- RE overview for Autumn

The Curriculum in Year 2

The Foundation curriculum for Year 2

Y2	<p>History</p> <p>Events beyond Living Memory:</p> <p>Great Fire of London</p>	<p>Science</p> <p>Everyday materials: identify and compare</p> <p>Science 1.2 Science 4.3 Science 5.3</p>	<p>Geography</p> <p>The World</p> <p>Continents and 5 oceans</p>	<p>Science</p> <p>Animals including humans</p> <p>Humans exercise, eating the right type of foods and hygiene.</p>	<p>History</p> <p>Significant People: Christopher Columbus</p> <p>George Alcock (English astronomer from Peterborough)</p>	<p>Science</p> <p>Animals and habitats - identify</p> <p>What animals need to survive</p> <p>Science 6.5</p>	<p>History</p> <p>Significant People</p> <p>Comparison: Neil Armstrong VS Christopher Columbus</p>	<p>Science</p> <p>Plants: What is needed for growth and changes over time</p>	<p>Geography</p> <p>Local Study: Small UK area</p> <p>Peterborough / Werrington / Ginton (village) / Peakirk (village) / Eton (hamlet)</p>	<p>Science</p> <p>Living things and their habitats</p> <p>Living/dead things</p> <p>Habitats</p> <p>Science 1.2; 1.5; 2.1; 3.4,5,5</p>	<p>Geography</p> <p>Non-European Study: Kenya</p>	<p>Science</p> <p>Living things and their habitats-</p> <p>Foodchains -how animals and plants depend of each other</p> <p>Humans and animals have offspring which grow into adults</p> <p>Science 1.4,4.4,5,5,6,4</p>
	<p>Art</p> <p>Explore & Draw</p> <p>Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.</p>	<p>PE</p> <p>Fundamentals</p> <p>Swimming</p>	<p>DT</p> <p>Textiles – Pouches</p>	<p>PE</p> <p>Ball Skills</p> <p>Swimming</p>	<p>Art</p> <p>Expressive Painting Explore</p> <p>how painters sometimes use paint in an expressive and gestural way.</p>	<p>PE</p> <p>Net and Wall</p> <p>Dance</p>	<p>DT</p> <p>Mechanisms – Fairground wheels</p>	<p>PE</p> <p>Striking and Fielding</p> <p>Dance</p>	<p>Art</p> <p>Be An Architect</p> <p>Exploring architecture and creating architectural models.</p>	<p>PE</p> <p>Sending and Receiving</p> <p>Gymnastics</p>	<p>DT</p> <p>Cooking and Nutrition- A balanced diet.</p> <p>Linked to Come Dine with Me.</p>	<p>PE</p> <p>Athletics</p> <p>Invasion</p>
	<p>PSHRE</p> <p>Introduction lesson</p> <p>Family and relationships</p>	<p>Computing</p> <p>Computing systems and networks_1</p> <p>What is a computer?</p>	<p>PSHRE</p> <p>Family and relationships</p> <p>Health and wellbeing</p>	<p>Computing</p> <p>Programming 1</p> <p>Algorithms and debugging</p>	<p>PSHRE</p> <p>Health and wellbeing</p> <p>Safety and the changing body</p>	<p>Computing</p> <p>Computing systems and networks_2</p> <p>Word Processing</p>	<p>PSHRE</p> <p>Safety and the changing body</p> <p>Citizenship</p>	<p>Computing</p> <p>Programming 2</p> <p>Programming: ScratchJr</p>	<p>PSHRE</p> <p>Citizenship</p>	<p>Computing</p> <p>Creating Media</p> <p>Stop Motion</p>	<p>PSHRE</p> <p>Economic wellbeing</p> <p>Transition lesson</p>	<p>Computing</p> <p>Data Handling</p> <p>International Space Station</p>

Maths coverage in Year 2 Autumn term

Number – Place Value	Number – Addition and Subtraction	Multiplication and Division	Measurement
<ul style="list-style-type: none"> • Read and write numbers to at least 100 in numerals and in words. • Recognise the place value of each digit in a 2-digit number. • Identify, represent and estimate numbers using different representations including number line. • Compare and order numbers from 0-100; use $<$, $>$ and $=$ signs. • Use place value and number facts to solve problems. • Count in steps of 2, 3, 5 and 10 from 0 and in 10's from any number forwards and backwards. <p><u>Ready to progress objectives</u> 2NPV-1 Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and nonstandard partitioning. 2NPV-2 Reason about the location of any two digit number in the linear number system, including identifying the previous and next multiple of 10.</p> <p><u>Mastering Number</u> -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 or 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 each of 7 and 9 -Consolidate their understanding of the numbers 10 and 20 as '10 and a bit' -Consolidate their understanding of the linear number system to 20 and reason about midpoints</p>	<ul style="list-style-type: none"> • Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. • Add and subtract numbers using concrete objects, pictorial representations and mentally including a 2-digit number and 1's, and a 2-digit number and 10's and two 2-digit numbers and three 1-digit numbers. • Show that addition of two numbers, can be done in any order (commutative) and subtraction of one number from another cannot. • Solve 1 step problems with addition and subtraction, using concrete objects and pictorial representations including those involving numbers, quantities and measures. • Applying their increasing knowledge of mental and written methods. • Solve addition and subtraction problems involving missing numbers. • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. <p><u>Ready to progress objectives</u> 2NF-1 Secure fluency in addition and subtraction facts within 10, through continued practice. 2AS-1 Add and subtract across 10. 2AS-2 Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?". 2AS-3 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two digit number. 2AS-4 Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.</p>	<ul style="list-style-type: none"> • Calculate mathematical statements for multiplication within the multiplication tables and write them using the multiplication and equal signs. • Solve problems involving multiplication using mental methods. • Show that multiplication of two numbers can be done in any order. <p><u>Ready to progress objectives</u> 2MD-1 Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. 2MD-2 Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).</p>	<p><u>Money</u></p> <ul style="list-style-type: none"> • Recognise and use symbols for £ and p; combine amounts to make a particular value. • Find different combinations of coins that equal the same amounts of money. • Solve simple problems in a practical context involving addition and subtraction of money of the same unit including giving change.

The Book Spine in Year 2 for Autumn term

Core text for Reading	Shared Reading: Tuesday- David Wiesner Writing: Supertato - Paul Linnet and Sue Hendra	Shared reading and writing text: Traction Man- Mini Grey Writing: Meerkat Mail- Emily Gravett
Genre (model text, purpose)	Narrative <i>Focus on character - evil vs good</i> T4W model - Supertato	Letters - T4W model- Meerkat Mail Poetry- hurt no living thing Christina Rossetti
Short Burst Writing ideas	Instructions - how to be good or evil Interview/recount of experience For and against discussion writing. Various setting descriptions Poems acrostic/shape/Repetitive Character description Fictional - Non -chronological report description about a setting (Meerkat Mail) Potential Artwork for inspiration	

Autumn 1



Autumn 2



Class book (daily read aloud)

The Lotus seed- Sherry Garland

The wolf story: What really happened to Little Red Riding Hood- Toby F

Stuart Little (A Puffin Book) E.B. White

Writing and SPAG in Year 2

Composition	Grammar and Punctuation	Spelling and Handwriting
<ul style="list-style-type: none"> To proof read their own work against criteria and make changes. To organise writing in line with its purpose. To vary the way a sentence begins. Plan by talking about ideas and making notes. 	<ul style="list-style-type: none"> Use question marks and explanation marks when required. Use and understand adjective, noun and verb. Begin to use commas in a list. Use subordinating conjunctions (when, if, as, because) Use expanded noun phrases 	<ul style="list-style-type: none"> Write capital letters and digits the right size and orientation compared to lower case letters and digits. Use horizontal and diagonal letters to join. Use their knowledge of phonics to spell many words correctly.

Year 2	<ul style="list-style-type: none"> Simple sentences - capital letters and full stops Simple sentences, identifying what is the subject and object. Simple sentences - exclamation and question marks Write a compound sentence using 	<ul style="list-style-type: none"> Use exclamation marks in a simple sentence. Use question marks within a simple sentence. To understand the difference between a statement, question, exclamation and command and punctate these accordingly. Begin to use commas in a list. Use subordinating conjunctions (when, if, as, because) Use and understand apostrophes within 	<ul style="list-style-type: none"> To use and understand nouns and pronouns. To use and understand adjectives. To use expanded noun phrases for two or more adjectives. To use and understand verbs. To use and understand adverbials. Use adverbial openers
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We teach SPAG at the beginning of our writing lessons. We use the form of a flashback to recap previously learnt knowledge.

Phonics coverage for Autumn

	Phase 5 graphemes	New tricky words
Week 1	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer	busy beautiful pretty hour
Week 2	/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large	move improve parents shoe
Week 3	/sh/ ti ssi si ci potion mission mansion delicious	
Week 4	/or/ augh our oar ore daughter pour oar more review	
Week 5	review	

After half term we will begin bridging the gap between phonics and spelling.

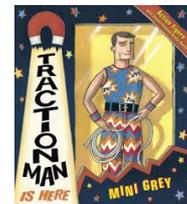
Reading skills coverage for Autumn

Year 2	Step 7 Autumn
	<ul style="list-style-type: none"> - I can recognise interesting words. - I can recognise key themes within a text, linked to familiar stories. - I can say what I think about books, poems and non-fiction. - I can use the front cover and book title, as well as illustrations to make reading choices.
Language for Effect	<ul style="list-style-type: none"> I can recognise rhyming words I can recognise tongue twisters/alliteration
Making Inferences	<ul style="list-style-type: none"> - I can comment on the character's actions. - I can provide simple explanations about events. - I can explore what I think is going to happen in a text.

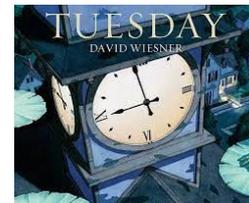
Word Reading
<ul style="list-style-type: none"> - I can read a range of words on sight and am able to use my phonic strategies to read more complex words. - I can read words with common suffixes. - I notice contractions, but need some support to read them accurately. - I know the function of full stops when reading and I show this when reading aloud.

Comprehension
<ul style="list-style-type: none"> - I understand the key events or features of a text. - I can simply comment on beginning, middle and end. - I can work with a group to answer questions about texts. - I know how non-fiction texts are structured and can name some of their features. - I can recite some lines from simple poems, saying what I like. - I can explain the meaning of words in context.

Autumn 2



Autumn 1



History for Autumn Term

How does this link to our existing knowledge?

What will we be learning next.

<p>Children should already know:</p> <ul style="list-style-type: none"> > Fires burn wood > Fires are safe in fireplaces and in open areas away from buildings and wood > Fires can burn down houses and they destroy belongings (toys, clothes, work) > We have fire alarms in our homes to warn us that there is a fire > House fires are dangerous and can badly hurt and sometimes kill people 	<p>Year 2 History: The Great Fire of London</p> 	<p>Context:</p> <ul style="list-style-type: none"> > London is in the UK > London is the capital city of England > London has many features – River Thames, Houses of Parliament, Many Bridges, Lots of people live there <p>What's next?</p> <ul style="list-style-type: none"> > Changes in Britain further in history during the Bronze and Iron Age.
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Timeline

Stone Age	Bronze Age	Iron Age	Roman Britain	The Tudors	Christopher Columbus	Victorian Era			2023
800,000 BCE Used stones tools, Nomadic	2,100 BCE Metal was used for the first time	750 BCE Large organised tribes Used Iron for tools			1451 (15 th Century) Christopher Columbus	1666 Great fire of London	1799 Mary Anning	1820 Florence Nightingale	King Charles III

History for Autumn Term

Story of Britain	Society and Government	Economy and Trade	Beliefs	Vocab
<p>In London, in 1666, the houses were largely made of wood and were packed very close together.</p> <p>During this time, fire was a very important tool for these people to survive. Without electricity or gas, it helped them to keep warm, cook and create objects in the factories.</p> <p>Due to how close the houses were, the fire spread very quickly from Pudding Lane. This meant that the government had to use buildings as 'firebreaks' to stop the spread so quickly.</p> <p>After the fire, many new buildings were built with bricks as these are much more fire resistant - a material we still use today.</p> <p>Not many deaths are recorded from The Great Fire of London (Just 6!) but only rich people had their death officially recorded so they may be many more.</p>	<p>Before 1066: I know that in 1666 there wasn't a fire brigade, people used buckets of water, filled from the River Thames and hand extinguishers to extinguish the fire. The start of the Fire Brigade: I know that in 1667 insurance companies set up a Fire Brigade. They used carts to carry water, the cart had two handles for people to use to pump the water out into the hose.</p>  <p>The government set up a 'hearth tax' and for every fire in their home, they had to pay additional fees.</p> <p>The King (Charles II) at this time was not well respected and his ideas were often not seen as sensible or serious.</p>	<p>Impact The Great Fire had a huge impact on the city of London. It destroyed thousands of houses and many important buildings such as The Guildhall and the city prisons.</p> <p>This cost millions of pounds to fix and rectify and meant that London could not trade or sell many things until the city was rebuilt.</p> <p>Legacy The smartest business people saw a good opportunity to make money to offer the residents insurance after the fire to help protect their property. However, this was expensive and not everybody could afford it.</p>	<p>St Paul's Cathedral A Christian building razed to the ground in the fire and rebuilt using designs by Sir Christopher Wren.</p>  <p>Destroyed 87 Parish churches were destroyed during the fire. This meant that the many Christians struggled to find somewhere to find peace in this difficult time.</p>	<p>Tier One</p> <p>Bakery – a place that makes bread, cakes etc. Diary – a book that people write about their lives in.</p> <p>Tier Two</p> <p>Eyewitness – a person who has seen something and can give a description of it. Firebreak – a gap that stops a fire spreading to nearby buildings. Fire hooks – a giant hook used to pull down houses. Flammable – when something burns easily. Leather bucket – leather was used to make buckets before plastic was invented. London – the capital city of England and the United Kingdom.</p> <p>Tier Three</p> <p>Pudding Lane – the street where the fire started. St. Paul's Cathedral – A very large church in London which burnt down during the fire. A new St. Paul's Cathedral was built after the fire. Tower of London – where King Charles II lived in 1666. The fire was stopped just before it reached the palace.</p>

Geography for Autumn Term

How does this link to our existing knowledge?

What will we be learning next.

Year 2 Geography – The World, Continents and Five Oceans

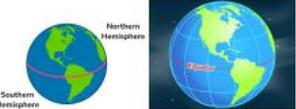
What we already know:

- Land is the part of the Earth's surface that is not covered by water
- Seas are an expanse of salt water surrounding land masses
- Seas cover the majority of the Earth's surface
- Maps' seas are usually represented by the colour blue
- Land is usually represented by the colour green on maps

What's next?

- Name and locate European countries: Ireland, France, Germany, Spain, Italy, Sweden, Finland, Norway, Denmark, Russia and Iceland
- Locate the ring of fire and know what it is
- Know the four main regions of Europe

Geography for Autumn Term

United Kingdom of Great Britain and Northern Ireland	Europe and the Rest of the World	Economy/Trade	Environment and Sustainability	Being a Geographer	Vocab
<p>The UK is in the Northern Hemisphere and is closer to the Arctic than it is to the Equator.</p>	<p>There are many countries spread across the globe – some much bigger than the UK and others much smaller. The world is made up of seven continents and five oceans.</p>	<p>Different crops can be grown in different places around the world. These are sent to countries like the UK for us to have as food.</p>	<p>Countries close to the equator are much hotter on average than those further north or south.</p>	<p>Different countries around the world have different climates, the people who live there live their lives in some different ways to us.</p>	<p>Tier One</p>
	 <p>Antarctica is a continent (the ice is on top of land) but the Arctic isn't (it is just a floating ice pack). The North Sea, English Channel are part of the Atlantic Ocean. There is an imaginary line around the centre of the earth – this is called the Equator. There is also a Northern and Southern Hemisphere.</p>		<p>Counties near the equator:</p> <ul style="list-style-type: none"> - Ecuador - Uganda - Kenya - Colombia 		<p>continent</p> <p>country</p> <p>England</p> <p>Great Britain</p> <p>sea</p>
			<p>The climate is very different in different parts of the world and that the weather influences how people live in these places – for example types of housing; clothing.</p>	<p>The seasons we experience happen at different times in different countries.</p>  <p>What weather do we have in our country? What is the weather like in other parts of the world?</p>	<p>Tier Two</p> <p>city</p> <p>island</p> <p>ocean</p> <p>surrounded</p> <p>United Kingdom</p>
	<p>The typical climate conditions around the Equator are hot and wet all year round- this creates a humid climate.</p> <p>The length of a day doesn't change much throughout the year and some countries don't experience the same seasons as the UK.</p> <p>There are similar, imaginary lines, around the North and South pole that show where the Arctic and Antarctic areas are.</p> <p>In the mid-summer months the sun never fully sets and in mid-winter the sun never fully rises.</p>				<p>Tier Three</p>
				<p>The world has imaginary lines on it which help us describe where a country is.</p>	<p>compass point</p> <p>village</p> 

Science For Autumn Term

How does this link to our existing knowledge?

What will we be learning next.

Year 2 Science

Everyday Materials

What we already know:

I know that materials have different properties

I know that wood, metal, glass, brick, plastic and rock are hard materials. Fabric, wool, clay, elastic and plastic are soft materials.

I know that materials can be described as opaque and transparent

I know a material can be described as waterproof and non-waterproof

What's next?

(not discrete unit)

Most metals are magnetic but some are not, for example lead

Some rocks are permeable, others are impermeable

Science For Autumn Term

Materials: Identify and compare		Vocab
 <p>Metal</p>	 <p>Paper</p>	<p>Tier One</p> <p>hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof;</p> <p>breaks/ tears, thickness, twist/twisting, squash, bend, stretch</p>
 <p>Rock</p>	 <p>Wood</p>	<p>Tier Two</p> <p>absorbent - will take in/suck up water</p> <p>not absorbent - will not take in/suck up water</p>
<p>Items can be made of different items - look at these spoons!</p> 	 <p>A teddy is good for children because it is soft and bendable. Some other materials would not be suitable for a particular purpose like this fabric brick and metal socks</p> 	<p>Tier Three</p> <p>opaque -not see through</p> <p>translucent /transparent -see through</p>

Science For Autumn Term

How does this link to our existing knowledge?

What will we be learning next.

Year 2 Science

Biology : Animals including humans

What we already know:

What parts of the body are called

What senses we have

The names of common fish, amphibians, reptiles, birds and mammals

What carnivores, herbivores and omnivores are

What's next?

To know that animals including humans need the right types and amount of nutrition

identify that humans and some animals have skeletons and muscles for support, protection and movement

Science For Autumn Term

How do humans stay healthy? (1)	How do baby animals grow into adults? (4,5,6)	Vocab
<p>Exercise</p>  <p>Balanced diet</p>  <p>Having medicine when they're poorly</p>  <p>Keeping good hygiene</p> 	<p>Humans</p>  <p>Portrait of Lotte 0 to 18 years</p> <p>baby - toddler- child- teenager- adult</p> <p>Mammals</p>  <p>kitten- older cat</p> <p>Caterpillars</p>  <p>caterpillar- cocoon- butterfly</p>	<p>Tier One</p> <p>backbone bones exercise farm healthy skeleton medicine muscles pet survive</p> <p>Tier Two</p> <p>balanced diet having the right amount from each food group</p> <p>disease illness</p> <p>hygiene keeping every part of your body clean including teeth, skin, hair</p> <p>life cycle how an animal grows and changes through life</p> <p>Tier Three</p> <p>offspring animals' babies</p>

Year 2 Computing - Autumn 1: What is a computer?

What is a computer?

Battery	A cell or connected group of cells that store electrical energy to power wireless devices.
Buttons	Switches that you can press to control a device.
Computer	Electronic machine that accepts and processes information to produce an output, and then stores the results.
Desktop	A tower computer that needs a mouse, keyboard and monitor, that stays in one place.
Device	Equipment created for a certain purpose or job.
Electricity	A type of energy, that is usually invisible, that can be made or stored and used to make devices work.
Input	A way of telling the computer what you want it to do.
Invention	A new device or process which solves a problem.
Keyboard	An input device made up of buttons that create letters, numbers, and symbols, as well as perform other functions.
Laptop	A compact computer that is easy to carry and move around.
Monitor	An output device, which shows what is happening on the computer for example videos, images and text.
Mouse	A handheld device that is used to move things around on the computer screen.
Output	Information or data that is sent by the computer to an output device such as a printer or speakers.
Technology	Using scientific knowledge to help us to create new devices or tools.
Wire	A long, thin and flexible piece of metal protected by a plastic coating. Electrical wire is used to carry electricity.

Key facts

Kapow Primary

Some computers have a keyboard, screen and mouse, others have buttons to make them do things.



All computers need electricity - they can get this through wires into the wall or batteries!

Year 2 Computing - Autumn 2: Algorithms and debugging

Algorithms and debugging

Abstraction	To pick out the important information.
Algorithm	A clear set of instructions to carry out a task.
Artificial intelligence	Computers that can perform the tasks that humans normally do.
Bug	An error or mistake in computer code.
Correct	Free from mistakes.
Data	Information used for a specific purpose or investigation.
Debug	To fix the error in code.
Decompose	To break something down into smaller chunks.
Error	A mistake.
Key features	Important parts of something.
Loop	A repeated sequence of instructions.
Predict	To make a guess.
Unnecessary	Not needed.

Abstraction: Key information

Remember to **take spare clothes**, including t-shirts, trousers, a coat, underwear and a hat. There will be a lot of **wet weather** in the rainforest, so wrap up to stay dry.

You might hear lots of animals, such as monkeys and parrots. **Keep close to the adults** and be careful where you step.

Do not forget to **take a drink and a snack**.

Decomposition: Smaller chunks

List for the rainforest:

- Take spare clothes
- Wet weather
- Keep close to the adults
- Take a drink and a snack



Key facts

Kapow
Primary

Zooming into an Australian rainforest on Planet Earth.



Algorithm for making a hot chocolate:

1. Fill the kettle with water
2. Boil the water
3. Fill a mug with the boiled water
4. Add a teaspoon of cocoa powder
5. Add a drop of milk
6. Stir well



Year 2 PSHRE - Family & Relationships and Health & Wellbeing

Year 2 - Families and relationships

Emotions	The range of feelings that someone can have, such as happiness or anger.
Family	A unit of people joined together by blood, marriage, or other means including adoption or a close social bond.
Feelings	Emotions that a person can have.
Friendship	A special bond between yourself and a friend.
Love	Feelings of affection and care.
Manners	A way of behaving that shows respect for other people.
Respect	A way of thinking about someone or behaving towards someone, in a kind and thoughtful way.
Stereotype	A view or idea about something, often someone, which is often untrue.



Good memories can help us feel better if a person or pet dies or doesn't live with us anymore.



We can decide what job we want to do and being a boy or girl should not affect what we choose.

Getting help

Talk to an adult you trust either at school or at home.

Contact: Childline
www.childline.org | 0800 1111
Calls DO NOT show on the phone bill

Key facts

Kapow
Primary



Families support and care for each other.



Other people's families might be different to yours, but that is OK.

We can sometimes see how people are feeling by their body language, such as smiling.



If a friendship makes us unhappy, we need to talk to someone or find a new friend.



Diet	The food that we eat.
Emotions	The range of feelings that someone can have, such as happiness or anger.
Exercise	Movement of the body for our health and fitness.
Goal	Something you want to achieve.
Growth mindset	Believing that we can achieve things if we work hard. 'I can't do it YET!'
Healthy	Being well, both physically and mentally.
Physical activity	Something that requires someone to move their body.
Relaxation	Doing calming activities such as having a bath or reading a book.
Skill	The ability to do something well.
Strengths	The things we are good at.

Health tips



Breathing exercises can help us to relax.



Only eat foods which are high in fat, sugar and salt occasionally.



Brush your teeth at least twice a day to keep them healthy.

Getting help

If you are worried about anything, talk to an adult you trust at home or at school.



We can have more than one feeling at the same time.

How we are feeling can affect our bodies inside and out.



Physical activity helps to keep our body and mind healthy.



Relaxation helps our bodies but also helps us deal with difficult situations.

We can practise and set goals to get better at something.



We sometimes need to keep trying to achieve a goal.



We need to eat a variety of foods to be healthy.



Some foods are bad for our teeth.

Year 2 Art (Autumn 1) and Design and Technology (Autumn 2)

Year 2

Explore & Draw
Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.

Artists: Rosie James, Alice Fox

Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. [Explore & Draw](#)

Understand that we can hold our drawing tools in a variety of ways, experimenting with pressure, grip and speed to affect line. [Explore & Draw](#)

Visit local environment, collect natural objects, explore composition and qualities of objects through arranging, sorting & representing. Photograph. [Explore & Draw](#)

Use drawing exercises to focus an exploration of observational drawing (of objects above) combined with experimental mark making, using graphite, soft pencil, handwriting pen. [Explore & Draw](#)
[Be an Architect](#)

Accurate	Neat, correct shape, size and pattern with no mistakes.
Fabric	A natural or man-made woven or knitted material that is made from plant fibres, animal fur or synthetic material.
Knot	A join made by tying two pieces of string or rope together.
Pouch	A small bag made to keep objects safe and to be carried easily.
Running-stitch	A simple style of sewing in a straight line with no overlapping.
Sew	To join or fasten by stitches made using a needle and thread.
Shape	The form of an object.
Stencil	A shape that you can draw around.
Template	A stencil which you use to help you draw a shape more easily on to different materials.
Thimble	A small metal cap to cover and protect your finger when sewing.

Here are some examples of sewn products:



Remember to plan where your stitches will go on the pouch **template**.



When cutting the **template** out, be careful and as **accurate** as possible.



Eye of the needle



Remember to tie a knot at the other end of your thread before sewing. Ask an adult if you are stuck.

Year 2 PE - Fundamentals

LESSON 1	To explore how the body moves when running at different speeds.
LESSON 2	To develop changing direction and dodging.
LESSON 3	To develop balance, stability and landing safely.
LESSON 4	To explore and develop jumping, hopping and skipping actions.
LESSON 5	To develop co-ordination and combining jumps.
LESSON 6	To develop combination jumping and skipping in an individual rope.

Year 2 PE - Dance

LESSON 1	THEME: Secret Garden To remember, repeat and link actions to tell the story of my dance.
LESSON 2	THEME: Secret Garden To develop an understanding of dynamics and how they can show an idea.
LESSON 3	THEME: Secret Garden Use counts of 8 to help you stay in time with the music.
LESSON 4	THEME: The Circus To copy, remember and repeat actions using facial expressions to show different characters.
LESSON 5	THEME: The Circus To explore pathways and levels.
LESSON 6	THEME: The Circus To remember and rehearse our circus dance showing expression and character.

LESSON 7	THEME: The Rainforest To copy, repeat and create actions in response to a stimulus.
LESSON 8	THEME: The Rainforest To copy, create and perform actions considering dynamics.
LESSON 9	THEME: The Rainforest To create a short dance phrase with a partner showing clear changes of speed.
LESSON 10	THEME: Jack Frost To copy, repeat and create movement patterns in response to the theme.
LESSON 11	THEME: Jack Frost To create and perform using unison, mirroring and matching with a partner.
LESSON 12	THEME: Jack Frost To remember and repeat actions and dance as a group.

Year 2 Music



Year 2 Music Autumn



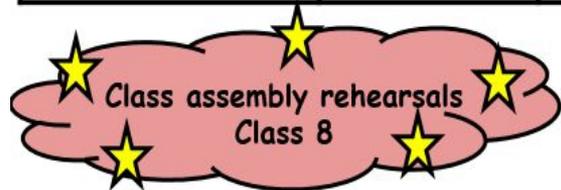
Class 7

First Access

Learn to play an ocarina

(each class has a turn during the year)

<p>Topic: Ourselves Focus of unit: Exploring sounds Create and respond to vocal sounds and body percussion Develop use of vocal sounds to express feelings Explore expression in conversations without words and in songs Notate pitch shape and duration (graphic lines)  Sing call and response songs</p>	<p>Topic: Our bodies Focus of unit: Exploring beat Recognize, respond to and perform steady beat, rhythm patterns and ostinato Recognize and play different tempi Combine all in a performance </p>	<p>Topic: Storytime Focus of unit: Further sounds Combine sounds for musical effect Understand how music dance and drama combine in storytelling Explore voices for musical effect  Create and match descriptive sounds made with our voices</p>	<p>Topic: Number Focus of unit: Further beat Perform steady beat and simple rhythms with movement and body percussion Understand difference between rhythm and beat  Perform simple rhythms using movement and percussion instruments</p>
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Listening focus: World Instruments

Listening to a variety of musical instruments from around the world.
Discussing classification and how the sound is made.

Year 2 R.E.

Who made the
World? Aut1



Why does Christmas
matter to Christians?
Aut2

*Do you know what
Christians and Jews believe
about God's creation?

*Can you reflect and ask
questions relating to creation
and Jesus' birth?

*Can you recall the events of
Jesus' birth in order?

*What does the word
'Incarnation' mean?