

Year 2
Autumn Term 2024/25 - Our Learning



Curriculum Overview - Year 2

English Reading

Key text: The Street Beneath my Feet by Charlotte Guillain. Curriculum link - Geography: Fieldwork and map skills.

What is the book about?

This beautiful, expanding book takes the reader on an exploratory underground journey to the centre of the Earth and back again, passing through both a rural and an urban setting. The vibrant illustrations are continuous and run seamlessly from one page into the next, allowing the reader to trace the journey without any page turning whilst learning lots of interesting facts about the Earth.

Key text: Grandad's Island by Benji Davies. Curriculum link - Personal Development: Relationships

What is the book about?

In this illustrated story we meet Syd and his Grandad who have a close and loving relationship. One day, Grandad takes Syd through a mysterious door in the attic to a wild exotic island and they have some lovely adventures together. When Grandad dies, through the metaphor of having to stay behind on the island, Syd learns that loved ones remain in our memories long after they leave us.

Key text: Usborne Illustrated Stories for Aesop, The Goose that Laid the Golden Egg by Susanna Davidson and Giuliano Ferri

What is the book about?

This book retells thirty of Aesop's fables. The fables talk about pride, greed, friendship, quarrels and more. Each fable conveys a moral with a message. We study The Goose that Laid the Golden Egg with the message that greed is bad and that we need to be happy with what we have.

Key text: Paddington - The original story of the bear from Darkest Peru by Michael Bond. Curriculum link - Geography: Fieldwork and map skills.

What is the book about?

This is the classic story of the bear from Darkest Peru who travelled to England stowed away on a ship. He arrives at Paddington Station with nothing but a suitcase and half eaten jar of marmalade. This book delights the reader with Paddington's adventures with the Brown family who welcome him into their home.

	<p>Key text: The Christmas Pine by Julia Donaldson. Curriculum link - RE: Christianity (Christmas)</p> <p>What is the book about?</p> <p>This beautifully illustrated picture book uses rhyme to tell the story of a little pine tree planted deep in the snowy woods who has a very special destiny. The reader follows the tree’s journey to become the Christmas Tree in Trafalgar Square, London.</p>
<p>English Writing</p>	<p>This term, pupils will be writing:</p> <ul style="list-style-type: none"> ● Simple narrative retell based on a classic fairytale. ● Character description linked to pupils’ learning about animals in Science: Animals including Humans.. ● Poetry to develop vocabulary linked to pupils’ learning about The Great Fire of London in History.. ● Writing a story from another culture. ● Formal invitations. <p>In each writing unit, a context is created for the writing to provide a purpose and audience, often linking in with other areas of the curriculum. Editing is encouraged throughout using green pen when pupils have nearly completed a piece of writing.</p>
<p>Maths</p>	<p>Pupils will learn about the following topics:</p> <ul style="list-style-type: none"> ● Number within 100 ● Addition and subtraction of 2-digit numbers ● Addition and subtraction word problems ● Measures: length ● Multiplication and division - 2, 5 and 10 ● Time
<p>Science</p>	<p>Animals Including Humans</p> <p>In this unit, pupils will learn that animals, including humans, have offspring which grow into adults by looking at various life cycles including frogs and butterflies. They will learn about and describe the basic needs of animals, including humans, for survival (water, food, shelter and air). Pupils will also consider the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Investigative work will focus on making and recording simple observations and comparisons. Pupils will also learn to work scientifically by asking questions and using observation to suggest answers.</p>

<p>Art</p>	<p>Art Strand: World Art: Painting & Drawing: The Great Fire of London- Architecture. Curriculum link - History: Significant National Event (The Great Fire of London)</p> <p>In this unit, pupils will use their sketchbooks to research and look at architecture in London, at the time of the GFOL . They will explore the tragedy of loss of homes, community and historical buildings. Pupils will look at the old and new St. Paul’s Cathedral, exploring greater skill using the formal elements to draw e.g. lines and geometric shapes to create forms and control pressure when drawing. They will also create a landscape using collage of the great fire, selecting colours, shapes and textures. Pupils use this study to inform planning to design and create a 3D tudor sculpture, cut, form, tear and join a range of materials. They learn about the work of Wenceslaus Hollar, Christopher Wren and Zaha Hadid and use elements to influence their own work. Pupils will use reflection bubbles to develop skills in verbally describing and recording their thoughts, ideas and intentions about their work.</p>
<p>DT</p>	<p>Textiles: Templates and Joining Techniques. Curriculum link - PD: Being Me in My World.</p> <p>In this unit, pupils will learn how fabric can be joined together using a running stitch. They will learn the types and names of tools needed for sewing. They will learn how to thread a needle and use a running stitch to create their own ‘worry monsters’. Pupils will plan, design and evaluate their work throughout this unit.</p>
<p>History</p>	<p>A Significant National Event and the Consequences: The Great Fire of London</p> <p>In this unit, pupils will learn about the different causes of The Great Fire of London. They will discover how far the fire spread over the five days and which significant buildings were destroyed, including St Paul’s Cathedral. Pupils will then compare London in 1666 and today and explore the consequences of the fire and how London changed as a result Finally, pupils will compare the ways that fires were put out in 1666 with modern day fire equipment and participate in an exciting fire safety workshop delivered by the London Fire Brigade.</p>
<p>Geography</p>	<p>Fieldwork and Map Skills</p> <p>In this unit, pupils will learn how to use world maps, atlases and globes to identify the United Kingdom and its countries. Pupils will use simple compass directions and directional language to describe the location, routes and features on a map. Using aerial photographs, pupils will learn how to recognise landmarks and basic human and physical features on a simple map and construct symbols to represent these using a key. Finally, pupils will use simple fieldwork and observation skills to study the geography of our school and its grounds and they key human and physical features of the environment.</p>

<p>Computing</p>	<p>Computer Systems and Network Technology all around us</p> <p>Pupils will learn about information technology in school, in the home and beyond. They will learn how to explain what IT is, where we can find it and how we can use it. They will also explain what life could be like if we didn't have it. Pupils will also learn ways to use the internet safely and will discuss rules we should follow to keep ourselves and others safe and happy online.</p> <p>Programming: Robot algorithm. Curriculum Link: English Writing.</p> <p>This unit develops pupils' understanding of instructions in sequences and the use of logical reasoning to predict outcomes. They will revisit their English learning on writing command sentences to write effective instructions. Pupils will use given commands in different orders to investigate how the order affects the outcome. Pupils will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.</p>
<p>Music</p>	<p>We work in partnership with Sing Education to deliver our music curriculum.</p> <p>Our subject leader oversees the music curriculum and our work with Sing. More information about what is taught this term can be found on the school website. Please make reference to music within the subject section on the school website.</p> <p>This term our themes are:</p> <ul style="list-style-type: none"> ● Exploring pulse and tempo (finding the strong beat) ● Exploring rhythm (stick notation)
<p>PE</p>	<p>Real Gym: Shape, Balance and Travel</p> <p>Pupils will continue to build on the personal skills taught in Real PE unit 1 through practising balance skills using floor work and apparatus. They will explore using their bodies to create different shapes through various games including 'Toy Box' and 'Jungle' . Pupils will also develop their skills to travel in different ways. Finally, pupils will create sequences of shape, balance and travel.</p> <p>Fundamental Movement Skills</p> <p>Pupils will continue to build on their ABCs in a variety of games and activities. They will move at different speeds keeping their body under control. They will continue to develop their balance and do this along a line with and without objects. Pupils will develop ways to move and dodge away from others and in a out of objects showing increasing agility.</p>

	<p>Gymnastics: Flight and Rotation</p> <p>Pupils select footwork patterns and jumps, focussing on creating clear shapes during flight. The children choose apparatus to add into their routine and work to keep the apparatus in motion throughout their movements. The unit progresses to focus on controlled rotation, firstly on the floor and then on apparatus.</p>
	<p>Ball skills</p> <p>Pupils will continue to build upon their ball handling skills. They will work independently to develop hand eye coordination and with a partner to develop ball handling and reaction skills. After practising these skills the children will apply them in a game setting and begin to select the correct way to throw, catch or react.</p>
Personal Development	<p>Being Me in My World</p> <p>Pupils will begin this unit by discussing their hopes and dreams for year 2 and tackling their ‘worry monsters’. Pupils will then learn how their behaviour can impact on other people in the class and discuss rewards and consequences linked to their behaviour choices. Pupils also learn to compare their own and their friends’ choices and explain why some choices are better than others in various scenarios.</p>
	<p>Celebrating Difference</p> <p>Pupils will explore the idea that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. They will discuss how it feels to have a friend and be a friend. They also consider why it is OK to be different from my friends through various scenarios.</p>
Religious Education (RE)	<p>Christianity: Beliefs and Values</p> <p>The key question for this unit is ‘Does God want Christians to look after the World and Is it possible to be kind to everyone all the time?’ The pupils will explore the Belief and Values of Christianity in this unit.</p>
	<p>Christianity: Christmas</p> <p>Through reading the Bible Christmas Story, pupils will explore the key question ‘Why do Christians believe God gave Jesus to the world?’ They will also learn about the Christian idea that some problems can be solved by showing love and we discuss ways in which this could apply to their own problems.</p>