



Wonder
Learning Partnership
Educate | Empower | Engage | Enrich

Your Child's Learning Journey

AUTUMN 2024

An overview of the curriculum for the term ahead for **Year 2**

ENGLISH



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Our class reader will be INSERT BOOK DETAILS HERE.

In writing, we will focus on narrative writing on the theme of journeys, writing a letter to a character from a book, and writing instructions.

Children will be taught to:

- To use capital letters for characters and places.
- To use noun phrases to describe a character
- To create plural nouns using -s and -es.
- To use coordinating conjunctions
- Use commas in a list
- By the end of the unit we intend for all children in Year 2 to do the following independently:
- write correctly simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
- demarcate many sentences correctly with capital letters, question marks, and full stops
- some use of co-ordination (e.g. or/and/but) to join clauses
- consistently use spelling rules for adding –s or –es as the plural marker for nouns

MATHEMATICS

In Year 1 and 2 children will be working on three units this term – **Number and Place Value, Addition and Subtraction**, and **Shape**.

In **Number**, we aim to ensure all Year 2 children:

Recognise the place value of each digit in two-digit numbers, and compose and decompose two- digit numbers using standard and non- standard partitioning.

Reason about the location of any two- digit number in the linear number system, including identifying the previous and next multiple of 10.

In **Addition and Subtraction**, we aim to ensure all Year 2 children:

Add and subtract across 10

Recognise the subtraction structure of ‘difference’ and answer questions of the form, “How many more...?”.

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 twodigit number.

In **Shape**, we aim to ensure all Year 2 children:



Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.

ART:

Autumn 1 – Portrait Painting

In this art and design project, children explore the theme of portraiture. They learn about the concept of a 'portrait' and examine examples from a variety of artists and styles. The project introduces them to 'collage', encouraging the use of paper, fabric, and digital tools to create whimsical 'funny face' portraits. They study how different facial features and expressions can make a portrait engaging, and use various textured materials to create a self-portrait, adding details like eyebrows, teeth, lips, and hair.

DT

Autumn 2 – Shelter Building

In this design and technology project, children learn about different types of shelters and their functions, noting their similarities and differences. They revisit the names and properties of materials introduced in the Early Years and the Year 1 science project, Everyday Materials, to understand why these materials are used in various shelters.

Children are introduced to design criteria and create a prototype shelter to meet specific requirements. They then design a play den according to a set of criteria and work in supervised groups to build it, focusing on constructing, strengthening, and securing materials safely. They verbally evaluate their construction, make adjustments and improvements, and then assess their final product.

COMPUTER SCIENCE

Autumn 1 - Computer Systems and Networks – “Technology All Around Us”

Learners will develop their understanding of technology and how it can help them in their everyday lives. They will become more familiar with the different components of a computer and developing their keyboard and mouse skills. Learners will also consider how to use technology responsibly and who to ask for help if they see any content or comments online that make them feel uncomfortable.

Autumn 2 – “Digital Photography”

Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.



SCIENCE

Autumn 1 – Everyday Materials

In the Everyday Materials project, your child will learn that materials are what objects are made from. They will observe and identify objects made from different materials in places familiar to them, such as their home and school. They will name and use their senses to explore a range of natural materials using hand lenses and digital microscopes, learning that natural materials come from the world around us, including the ground, plants and animals. They will name and use their senses to explore a range of objects made from human-made materials, learning that they are new materials made by people from natural materials. They will write scientific questions about a chosen object made from a human-made material, its features and its use in the object, revisiting their questions during the project to see if they can identify the answers as their knowledge builds over time. They will compare a range of objects made from different materials, putting them into groups according to their similarities and differences and explaining their groups. They will identify the properties of a range of materials, learning that materials can be described by their properties and that a property is a quality material that makes it suitable for a particular use. They will follow instructions and conduct various tests to determine different materials' properties. They will complete Venn diagrams, sorting objects according to the properties of their materials. They will complete their learning by investigating materials to determine which have suitable properties to make bunting, which will be used to decorate the school grounds.

Autumn 2 – Human Senses

In the Human Senses project, your child will learn that humans are animals called mammals that breathe, eat, sleep, get rid of waste, grow, move and use their senses to survive. They will identify, label and count a range of body parts. They will learn that humans are the same in that they have the same body parts but also that they are different due to factors such as age, skin colour, body shape, eye colour and hair texture. They will also learn that some humans have missing body parts or parts that don't work well. Your child will learn that each human body part has a function that helps us survive, focusing on the parts associated with the five senses: sight, smell, hearing, touch and taste. They will conduct simple tests to investigate how their five senses help them make sense of and understand their surroundings. They will discuss the importance of each sense and learn how senses keep people safe from dangers. They will discover how people with sensory loss use tools, technology, and other senses to complete everyday tasks, asking a visitor with a sensory loss questions on the subject. Your child will conduct various investigations, focusing on their sense of touch and complete simple tests to learn why animals, including humans, have two eyes and binocular vision.

MUSIC

Autumn 1 Musical Me

Children will learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities. They will make movements that are appropriate to the **pulse and tempo** of a piece of music.

Autumn 2 Tempo – Snail and Mouse

Children will use their bodies and instruments to listen and respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focusing on fast and slow tempo.



PSHCE

In our PSHE lessons we'll explore the following key themes:

Worry and anger

If you feel worried, what actions could help you to feel better?

Why is it important to talk and share your worries with someone?

Who could you talk to about your feelings?

How can we control the feeling of anger?

Doing our best

What are your best qualities?

Can you name something you'd like to get better at?

Who helps you at home, at school, and in the community?

How can we be kind and thoughtful?

Tying shoelaces, staying safe, and not rushing:

What could happen if we did not tie our shoelaces or fasten our shoes correctly?

Can you think of any situations where rushing or being impatient could cause an accident?

PE

In this first term your child will learn about movement patterns, working in dance and gymnastic exercise through the themed conceptual learning topic **"We're Going to the Zoo – Part 2."** Their teacher will blend PE instruction with storytelling over a series of lessons.

RE

Lead Us Not Into Temptation

This unit takes a multidisciplinary approach to exploring the concept of temptation and how people choose between right and wrong. It contributes to personal development and learning how we make personal choices. Stories from different religions illustrate the consequences of making right or wrong choices; pupils should identify similarities and the ways these stories are the basis of rules in society, leading to discussion about how we treat people and the value of the individual.

In the second half of term, children will revisit and explore the nativity story and its significance.

