

Class 2- Year 2 Curriculum Map- Cycle A

		Autumn 1- Harvest Time and Autumn
Reading	Word reading	NC Appendix 2 (Year 1 and 2)
	Comprehension	<p>Stories and poems with a seasonal theme.</p> <p>Information texts: non-chronological reports.</p> <p>Using the text features of non-fiction texts.</p> <p>Develop comprehension skills for fact retrieval and to make inferences on the basis of what is being said and done.</p> <p>Develop the skills to be able to answer and ask questions about text they have read.</p>
Writing	Transcription	NC appendix 2 (Year 1 and 2)
	Composition	<p>Information texts: non-chronological reports.</p> <p>Instructional texts (linked to cooking in DT and computing work).</p> <p>Narratives (stories) based upon those they have read and developed ideas from including work from across the curriculum.</p> <p>Poetry.</p> <p>Diary.</p>
	VGP	NC appendix 2 (Year 1 and 2)
Speaking and Listening		<p>To participate in discussions taking turns to speak and listening to what others say.</p> <p>To explain and discuss their understanding of books (both those that they listen to and those that they read for themselves), poems and other materials including content of other subjects.</p> <p>To present their work to larger audiences (e.g. the class or wider school).</p>
Maths		<p>Counting in steps of 2, 3, and 5 from 0, and 1 tens from any number, forward or backward.</p> <p>Recognise the place value of each digit in a two-digit number (tens, ones/units).</p> <p>Identify, represent and estimate numbers using different presentations, including using the number line.</p> <p>Compare and order numbers from 0 to 100; use <, > and = signs.</p> <p>Read and write numbers to at least 100 in numerals and in words.</p> <p>Use place value and number facts to solve problems.</p> <p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p> <p>Develop concrete, pictorial and mental and written methods for addition and subtraction.</p> <p>Add/ subtract two-digit numbers and units.</p> <p>Add/ subtract two-digit numbers and tens.</p> <p>Add/ subtract two two-digit numbers.</p> <p>add three one-digit numbers.</p> <p>Addition and subtraction problem solving linked to topic themes.</p> <p>show that the addition of two numbers can be done in any order (commutative law) and that subtraction of one number from another cannot.</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p>Continue to develop rapid recall of the 2x, 5x and 10x tables.</p>

	<p>Statistics: linked to DT work.</p> <p>Symmetry: Find line symmetry in a vertical line.</p>
Science	<p>Observing seasonal change: weather, day length.</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Describe the importance for humans of... eating the right amounts of different types of food.</p>
Computing	<p>Programming: Understand algorithms as sets of instructions. Program and debug Beebot to follow specific routes across floor maps including recording programs.</p> <p>Online Safety: Going Places Safely on the Internet.</p> <p>Communication, Publishing and Collaborating: iBook/keynote about animals/ habitats.</p>
History	<p>Not taught this term.</p>
Geography	<p>Name and locate the world's seven continents and five oceans.</p> <p>Locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Learn where different foods come from, discussing the weather and important geographical features needed for growth.</p> <p>Use aerial photos, maps, atlases and globes and create simple maps with keys.</p> <p>Use simple compass points and locational and directional language to describe the location of features and follow routes on a map.</p>
D.T.	<p>Cooking and nutrition.</p> <p>Use basic principles of healthy and varied diet to prepare dishes.</p> <p>Understand where food comes from.</p> <p>Healthy food plate and healthy foods.</p> <p>Identify ingredients for cooking autumnal food and gather from allotment where possible. Make food. Stress importance of hygiene and safety.</p>

Art & Design	<p>Textiles</p> <p>Develop batik fabric pieces from exploration and development of wax rubbing patterns and the work of Max Ernst. Explore the use of different fabric dyes.</p>
Music	<p>Recorders: Revise playing notes B and A, introduce G and practise reading these in musical score.</p> <p>Singing: Seasonal songs and developing the control of pitch and dynamics.</p> <p>Musical Appreciation: Vivaldi's Four Seasons.</p>
MFL	<p>To continue to develop and expand the ability to use a range of words, phrases and questions with increasing fluency and accuracy.</p> <p>To be able to read and write key words in Spanish: colours and numbers.</p>
P.E	<p>Dance: Devise, evaluate, refine and perform dances with simple movement patterns in response to various stimuli in other art forms, such as paintings and music (Vivaldi's Four Seasons).</p> <p>Games: Ball skills (Mrs Hancock)</p>
R.E	<p>Why is the Bible special to Christians? (Mrs Hancock)</p> <p>Harvest Festival (Mrs Hancock)</p> <p>To explore and develop an awareness of different expressions and impacts of belief</p>
Citizenship/ British Values/ SMSC	<p>Organisation: Rights and responsibilities: being ready to learn.</p> <p>Getting to know each other, rules, jobs, helping ourselves, helping each other, being happy, being safe etc.</p> <p>Relationships: Settling in and making friends.</p> <p>British values: Respect, tolerance, supporting each other and being an active member of a community.</p> <p>School values, friendship and respect.</p> <p>House groups: challenging stereotypes and exploring transgender and trans-inclusion in schools.</p>