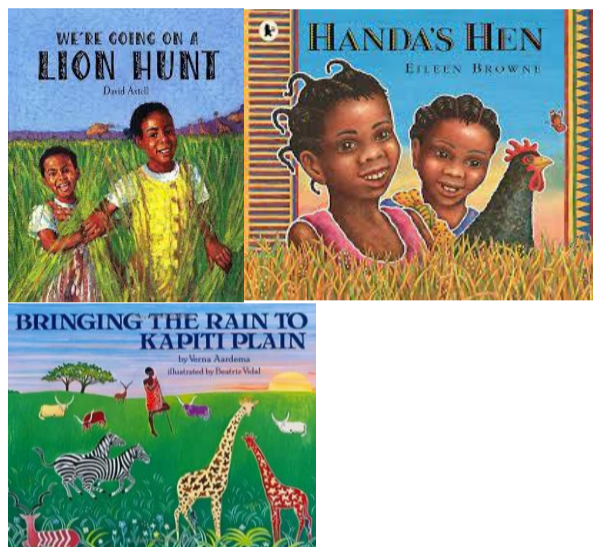
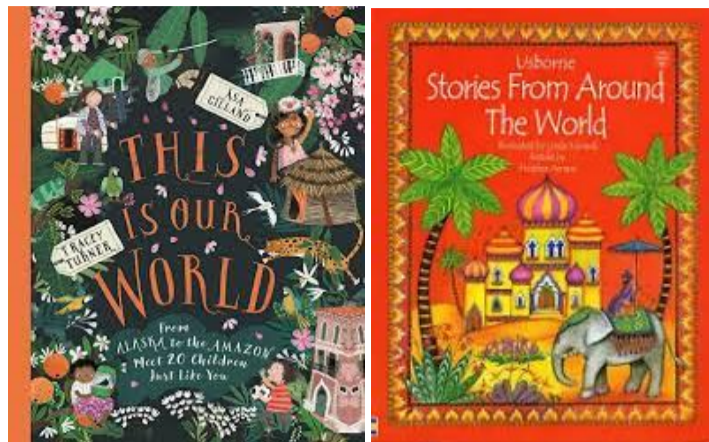


Whaley Thorns Primary School

Year 2 Autumn Planning 2023-2024



Our Reading Curriculum



Theme:
Appreciating our
diverse world

Concept:
Beauty

Topic:
Around
the world

English

Reading- To check that the text makes sense to them as they read and to correct inaccurate reading. To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related. To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently). To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text. To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear. To recognise that non-fiction books are often structured in different ways.

SPAG- To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes. *(By building on root words already learned) To read all Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word. To write correctly punctuated exclamations and questions. To understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. To use commas to separate items in a list. To begin to use commas to separate clauses in a sentence (e.g. before conjunctions in a sentence). To use apostrophes of omission for contractions. To use possessive apostrophes for regular singular nouns. To use a range of time conjunctions in writing such as: first, then, next, after, afterwards, before, suddenly, soon, later, finally, in the end. To join two sentences to create a compound sentence using the coordinating conjunctions: so, and, or, but E.g. The man walked his dog, and it started to rain.

Writing- To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. To cursively form lower case letters of the correct size, relative to one another, in preparation for joining. To begin to develop the diagonal and horizontal strokes in preparation for joining letters. To use spacing between words that reflects the size of the letters. To write capital letters (knowing these are not joined) and digits of the correct size, orientation and relationship to one another and to lower case letters. To understand the difference between a simple sentence and a compound sentence. Identify simple sentences and compound sentences when reading and writing. Change simple sentences into compound sentences by adding conjunction. To use some subordination within writing using the words when, if and that to add extra information to sentences.

Mathematics

Numbers to 100

count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals and words; count in multiples of twos, fives and tens read and write numbers from 1 to 20 in numerals and words count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward recognise the place value of each digit in a two-digit number (tens, ones) identify, represent and estimate numbers using different representations, including the number line compare and order numbers from 0 up to 100; use <, > and = signs read and write numbers to at least 100 in numerals and in words

Addition and Subtraction

solve problems with addition and subtraction 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 applying their increasing knowledge of mental and written methods add and subtract; a two-digit number and ones, two two-digit numbers, three one-digit numbers

Addition and Subtraction 2

count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backwards solve problems with addition and subtraction 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 add and subtract two digit numbers and tens and two two-digit numbers

Properties of Shape

identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces compare and sort common 2-D and 3-D shapes and everyday objects order and arrange combinations of mathematical objects in patterns and sequences.

Science

Living Things and Their Habitats

Compare the differences between things that are living, dead, and things which have never been alive.

Identify and name a variety of plants and animals in a microhabitat.

Design a suitable microhabitat where living things could survive.

Find out what animals eat to survive in their habitat.

Understand food chains.

Understand the journey food makes from the farm to the supermarket.

Habitats From Around the World

Learn about habitats.

Appreciate that environments are constantly changing.

Explore the rainforest and its problems.

Describe life in the ocean.

Discover the Arctic and Antarctic habitat.

Create a model of a habitat.

Humanities

Geography

What makes the UK special?

Name and locate counties and cities of the United Kingdom and its surrounding seas.

Understand the differences between a 'town' and the 'countryside'.

Explore and locate the physical characteristics in the UK (natural/ beauty of nature, waterfalls, rivers, mountains etc.

Explore and locate human characteristics in the UK (famous landmarks, big ben, castles etc.

To understand how the UK has changed overtime, in the context of the changing population of the UK.

How would my life be different if I lived in Kenya?

Know where Africa is and begin to know about its physical features.

Know what the main differences are between our climate and that of Africa.

Understand what a day in school would be like if they lived in a small African village.

Understand what food they would eat and where they would get it from.

Understand why Kenyans worry about drought (lakes/rivers)

Compare the UK to Kenya.

Expressive Arts & Design

DT- Mechanisms

Generate ideas and design products for a purpose, sharing these with others (via drawings or discussion).

Make a variety of different imaginative designs out of a range of construction materials.

Refine fine motor skills, e.g. threading, tracing, cutting. Evaluate own ideas.

Build a structural mechanism using large scale construction and then improve it (make it stiffer/ stronger). Explore and use mechanisms (levers, sliders, wheels, and axles)

Drawing & Painting- Artist Link – Edgar Degas

Correctly hold and use tools for drawing and painting.

Sketch a self-portrait, drawing facial features with improving accuracy and position .

Use drawing and painting materials to create different effects.

Explore and talk about the work of a famous artist Begin to use primary colours to create secondary colours and vary shades and tones .

Appraise the work of a relevant famous artist and explain the role of architects.

Music

Pulse, Rhythm and Pitch

Build an understanding of the pulse and internalise it when listening to a piece of music. Improve a simple rhythm using different instruments including the voice.

Develop an understanding of melody, the words and their importance in the music being listened to.

Playing in an orchestra

Discuss together what the song or piece of

music might be about. Talk about any other music they have heard that is similar.

Recognising tempo, as well as changes in tempo. Describe differences in tempo and dynamics. Recognise some band and orchestral instruments.

Continue to talk about where music might fit.

RE- Who is Jewish and what do they believe?

To talk about the Jewish faith believe in one God (Messiah).

Explore Jewish symbols.

Talk about beliefs of Judaism (Messiah).

Explore the Jewish religious book. (Torah)

Explore Jewish practices

Passover, Rosh Hashan,

Hanukkah.

What can we learn from sacred books?

Why a holy book is considered to be 'holy'.

Re-tell The Lost Sheep; suggest the meaning(s) of this story.

Re-tell the story of the Exodus.

Suggest a meaning for the story of Prophet Muhammad and the Black Stone.

Re-tell Jonah, a story from the Bible and other holy texts.

Computing

IT around us

Explore what is IT.

To understand IT in school and the wider world.

To explore the Benefits of IT.

Using IT in different ways.

What happens when I post online?

Pictograms

To counting and comparing.

Entering data to create a pictogram.

What is an attribute.

Comparing people.

PSHE & RSE

Exploring Emotions

Recognizing a range of feelings in ourselves and others.

Recognizing how others show feelings and how to respond.

Recognising that their behaviour can affect others. Communicating feelings to others. Developing simple strategies for managing feelings.

Bullying Matters (Anti-bullying week link)

Recognising their behaviour can affect others.

Listening to others and working cooperatively.

Identifying that people's bodies can be hurt.

Recognising when people are being unkind to them or others, who to tell and what to say.

Identifying different types of teasing and bullying, to identify that these are wrong and unacceptable.

Identify strategies to resist teasing/bullying if experienced or witnessed.

PE

Multi-Skills:

Know how to maintain space from my peers.

Know different ways of moving. Know how to hold a ball securely when moving.

Know how to dribble and move with different balls.

Know the different techniques needed to dribble different balls. Know how to roll a ball to reach a target.

Know how to regulate speed of rolls. Know how to throw underarm. Know how to catch.

Movement to Music - Gymnastics

How to form basic shapes.

How to show tension and extension in basic shapes.

How to start and end a gymnastics routine.

How to travel using different methods.

How to perform cartwheels and handstands.

How to jump safely from equipment. How to perform safely on equipment

Enrichment- Kindness Curriculum, Black Arts History Week, Anti Bullying Week, Diwali, Harvest, Remembrance Day, Christmas performance.