

Year 2 Curriculum overview – Autumn 1

English	Maths	Science	Jewish Learning
<p><u>Phonics focus</u> Phase 5 Review and handwriting</p> <p><u>Key Texts</u> Mixed Toby and the Great Fire of London Fire – poem</p> <p><u>Writing Focus</u> Writing to Entertain - Character and Setting description, In-character/Role writing, Poetry Writing to Inform text types - Diary entry Check, edit and improve own writing</p> <p>SPAG Weekly Spellings linked to phonics Sentence dictations using covered HFW Use coordination or, and, but to join clauses Use expanded noun phrases for description and specification Use present and past tense mostly correctly Use capital letters and full stops to demarcate most sentences in writing</p>	<p><u>Area of Maths</u> Number Addition & Subtraction</p> <p><i>Please see calculation policy for further information.</i></p>	<p><u>Topic:</u> Living things - Habitats</p> <p><u>Key enquiry skills</u> To identify some of the characteristics of living things. To recognise the difference between things that are alive, were once alive or have never been alive. Working scientifically: To classify objects into groups. To identify plants and animals in different habitats. To identify how a habitat provides animals and plants with what they need to survive. Working scientifically: To carry out research to find answers to questions. To recognise how animals and plants depend on each other. To recall how animals get their food from plants and other animals.</p>	<p><u>Key Texts</u> New Year at the pier – a Rosh Hashana story The mysterious guests – a Sukkot story</p> <p><u>Key Questions</u> What are our goals for the world? Why do people wear white on Yom Kippur? What is the structure of a Sukkah? Who writes the Torah?</p>
Humanities	Computing	Art or DT	PE
<p><u>Topic Overview:</u> History - The Great Fire of London To be able to learn the events of The Great Fire of London To be able to recall key facts about significant people To understand what happened to the Jews in The Great Fire of London To be able to compare firefighting in the past and present</p>	<p><u>Topic Overview:</u> E-Safety To be able to know when not to share information online To be able to understand the importance of keeping information private To understand how other people can interpret messages differently To understand the concept of framing</p>	<p><u>Topic Overview</u> DT – Making fire engines To explore modern fire engines To investigate wheels, axles and chassis. To be able to investigate ways of creating the body of a fire engine. To be able to design a fire engine. To be able to make a fire engine based on a design.</p>	<p><u>Topic Overview</u> Multi-skills To explore static balancing. To understand concepts of bases To combine a number of co-ordination drills, using upper and lower body movements To aim a variety of balls and equipment accurately.</p>

<p>To be able to understand how London was in 1666. To explore how we can commemorate The Great Fire of London</p>	<p>To understand the different ways information can be found online about people To understand how others see us online To be able to successfully apply the knowledge learnt in this half term</p>	<p>To be able to evaluate a finished product.</p>	<p>To travel in different ways, showing clear transitions between movements. To maintain balance when changing direction. To use skills learned in a game Dance To explore different levels and speeds of movement. To compose and perform simple dance phrases. To show contrasts in simple dances with good body shape and position. To develop a range of dance movements and improve timing To work to music, creating movements that show rhythm and control</p>
Spanish or Hebrew	Music	PSHE or RSE	Enrichment
<p><u>Topic Overview</u> Basic Phrases</p> <p><u>Key questions:</u> How do I say: hello, goodbye, yes, no, thank-you, please, I am (name)</p>	<p><u>Topic Overview</u> Tony Chestnut <u>Focus</u> Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion, progression snapshot 1.</p>	<p><u>Topic Overview</u> Relationship with others To examine positive relationships with friends. To recognise when relationships with friends can cause negative feelings. To consider relationships with parents/carers. To discuss the meaning of fair and unfair in different situations. To explain my opinion and to listen to others. To explain my opinion and to listen to others. To be able to recap one of the class's favourite lessons.</p>	<p>Trip to The Monument and Pudding Lane</p>