

Leagrave Primary School

'Striving for Excellence, Learning for Life.'



Year 2 Curriculum Organiser
Autumn Term: Street Detectives

English Unit 1: Baseline Assessments

Reading Knowledge and Skills

- Vocabulary
- Know a dictionary is in alphabetical order
- Know a dictionary can give the meaning of new words

SPaG

- Capital letters, full stops and basic sentence structure.
- Past tense

Writing Knowledge and Skills

- Retell a known story, a letter

English Unit 2: Grandad's Island Transition Unit

Reading Knowledge & Skills

- Predict what might happen using clues.
- Find key words in a text
- Answer basic retrieval questions

SPaG

- Question marks.
- Using the conjunction and, because
- Noun phrases, Time adverbials, Proper nouns
- Synonyms and antonyms
- Dialogue
- Innovate the story- using all SPaG features taught

Writing Knowledge & Skills

- Write a setting description, Letter, Short senses poem, Innovate a story

English Unit 3: Autumn Poetry

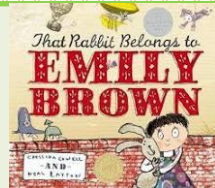
Reading Knowledge and Skills: Poetry retrieval

SPaG: Question marks, Alliteration and Rhyme

Writing Knowledge and Skills: Poems based on the spag skills taught

Class Readers:

Tuesday,
Emily Brown,
Meerkat Mail
Traction Man



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Year 2 Basic Skills Coverage Autumn One

Personal, Social, Health and Relationship Education:

- Understand that being safe when they visit websites is similar to staying safe in real life
- Learn to recognise website that are good for them to visit
- Reconigise if they should ask an adult they trust before they visit a particular website
- Analyse online behaviours that could be considering cyberbullying
- Explain how to deal with cyberbullying
- Demonstrate how some diseases are spread and can be controlled
- Recognise the names for the main parts of the body (including external genitalia) and the body similarities and differences between boys and girls

Home Learning Focus

- Read at home every day
- Begin to learn the 10 x tables
- Place value of two digit numbers, 10 more and 10 less
- Add and subtract a two digit number and tens
- Add three one digit numbers
- Recap the reading and spelling of Year 1 common exception words.
- Begin to spell year 2 common exception words

Maths:

Place Value

- 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 to 100 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 words.
- Use place value and number facts to solve
- Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
- Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.

Addition and Subtraction

- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two digit number and ones; a two digit number and tens; two digit numbers; adding three one digit numbers.
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
- Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.

Yr2 Times Table Focus: 2,5,10 x tables including related division facts and recognising odd and even numbers

Whole School Values Focus

RESPECT

English Unit 4: Where the Wild Things Are

Reading Knowledge and Skills

- Prediction, Sequencing, Retrieval
- Answer retrieval questions by finding key words in the text
- Give an opinion of a story

SPaG

- Adjectives, nouns, noun phrases
- Impact of vocabulary
- sentence openers

Writing Knowledge and Skills

- Retell a known story
- Set description, character description
- Wanted poster
- Innovate a story
- Book review

English Unit 5: Coming Home

Reading Knowledge & Skills

- Prediction, Retrieval
- Answering retrieval questions by finding key words in the text

SPaG

- noun phrases, verbs, prepositions
- year 2 conjunctions
- synonyms
- sentence openers
- commas in a list
- power of three

Writing Knowledge and Skills

- Setting description
- Character description
- Innovate a story
- Letter to loved one

Whole School Values Focus **INDEPENDENCE**

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Year 2 Basic Skills Coverage Autumn Two

Personal, Social, Health and Relationship Education:

- Identify which kinds of physical contact are acceptable and comfortable or unacceptable and uncomfortable.
- Understand that the internet provides a means of communication with real people.
- Describe how emails are sent and received.
- Demonstrate an appreciation of how real people send messages to one another and on the internet
- Explain how to maintain a healthy lifestyle.
- Describe the role that money plays in people's lives, including how to keep it safe choices about spending or saving money
- Recall strategies that can be used to resist teasing or bullying and how to get help
- Recognise that they share a responsibility for keeping themselves/others safe

Home Learning Focus

- Reading at home every day
- Learning the 2, 5 and 10 x tables
- Reading and spelling Yr2 common exception words
- Adding and subtracting two 2 digit numbers using column method
- Recognising money, counting amounts to pay

Class Reader:

- Pumpkin Soup,
- The Owl Who Was Afraid of The Dark
- The Giraffe, The Pelly and Me

Maths:

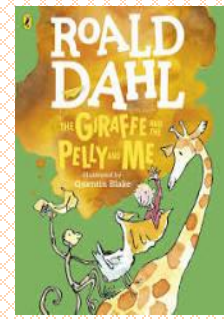
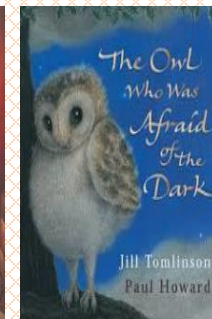
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- Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.

Money

- Recognise and use symbols of pounds (£) and pence (p); combine amounts to make a particular value.
- Find different combinations of coins that equal the same amounts of money.
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

Times Table Focus: 2,5,10 x tables





Year 2 Street Detectives Autumn Term

Enrichment Opportunities

Wow Entry and Outcome: Local walk.
Visits & Visitors: Local walk , Guide dogs

History

Describe what it was like to live in a different period.

- A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history.

Describe the everyday lives of people in a period within or beyond living memory.

- Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.

Describe, in simple terms, the importance of local events, people and places.

- Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.

Describe the hierarchy of a past society.

- Hierarchy is a way of organising people according to how important they are or were.
- Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom (black history month).



Geography

Name and locate the countries, capital cities and surrounding seas of the United Kingdom

- Identify characteristics of the four countries and capital cities of the UK: England- London, Northern Ireland-Belfast, Scotland - Edinburgh, Wales-Cardiff
- The UK is bordered by four seas: to the south by the English Channel, to the east by the North Sea, to the west by the Irish Sea and the Atlantic Ocean.
- Other characteristics include their size, landscape, capital city, language, currency and key landmarks. England is the biggest country in the United Kingdom.

Suggest ways of improving the local environment.

- The local environment can be improved by picking up litter, planting flowers and improving amenities:
- Learn about reduce, re-use, recycle

Explain simple patterns and offer an explanation .

- Count traffic and suggest reasons for why the flow changes at different times)

Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books).

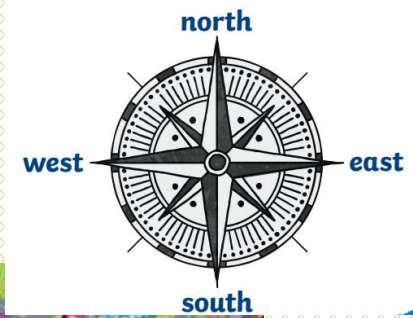
- Data can be recorded in different ways, including tables, charts and pictograms

Draw or read a range of simple maps that use symbols and a key.

- A map is a picture or drawing of an area of land or sea that can show human and physical features.
- Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature (

Use simple compass directions to describe the location of features or a route on a map.





- The four cardinal points on a compass are north, south, east and west. A route is a set of directions that can be used to get from one place to another.




Key Vocabulary


county	A small area of the UK containing lots of towns and villages.
prime meridian	An imaginary line which divides the Earth into the eastern and western hemispheres.
immigration	People moving to another country to live there permanently.
UK	The United Kingdom of Great Britain and Northern Ireland.
Great Britain	England, Scotland and Wales.
landmark	A feature of the landscape or area that is easily recognised.
millennium	A time period of 1000 years. The New Millennium started 1 st January 2000.

The UK

Country	Flag	Capital City	Key Landmark	Key Rivers	High Ground
England		London	Stonehenge	Thames	Pennines
Scotland		Edinburgh	Ben Nevis	Tay	Grampian Mountains
Wales		Cardiff	Snowdon	Severn (also flows through England)	Cambrian Mountains
Northern Ireland		Belfast	Giant's Causeway	Bann	Sperrin Mountains



County
Local Governments control the local areas of counties and their services. These services include: Education, Transport, Policing, Public Safety, Social Care
Counties include: Cornwall, Swansea, Londonderry, Aberdeenshire



Design and Technology

Use tools safely for cutting and joining materials and components

- Children understand that the scissors can be used for cutting items such as paper, card and textiles

Choose appropriate materials and suggest ways of manipulating them to achieve a desired effect

- Choose from a variety of materials such as: wood, paper, card, dowel, play-dough and can justify why they have chosen to use them against a purpose

Think of ideas and plan what to do next, based on their experience of working with materials and components

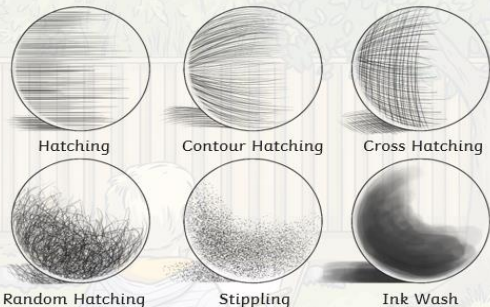
- Understand that a method shows you what to do and is in chronological order (and will use many of the literary features of lists (imperative verbs, numbered bullet points, 2nd person, equipment list)
- Follow and create a simple method to the design of one of their products

Computing: We are Detectives

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Drawing texture using line and tone

In your sketchbook, experiment drawing different textures with different pencils.



Art and Design

Choose appropriate materials and techniques for a given project

- Choose different painting materials (poster / powder / watercolour), depending upon purpose (brightness / boldness of colour / desire for mixing when on the paper)

Use line and tone to draw shape, pattern, and texture.

- Use hatching (the use of parallel lines drawn close together can be used to create texture to a piece of work.

Select and match colours when painting from observation, explaining how different colours make them feel

- That some colours can be considered as 'warm' colours (red, yellow, orange) and that some colours can be considered 'cold' colours (blue, white and purple), as this is how the colours can make you feel.

Use tone to show light and shade

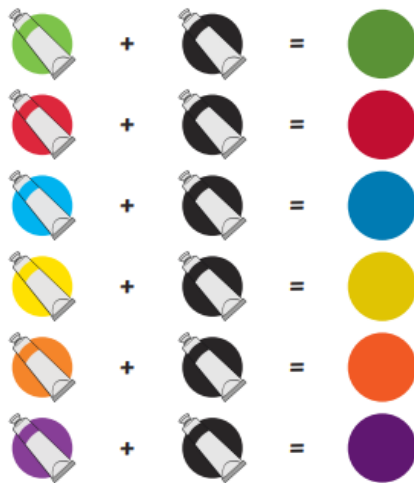
- That tone is used to show light and dark on a piece of art work
- That dark and light tone can be created through shading
- Shading can be created by pressing softer / harder with a pencil or by using different pencil weights described as hard and soft



Shades of Colours

A shade of a colour is when we add a little bit of black to a different colour to change the way the colour looks.

Take a look at these examples:



Music: Weekly sessions with Specialist Music teacher

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments musically
- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and un-tuned instruments musically.
- Experiment with, create, select and combine sounds using the interrelated dimensions of music.
- Listen with concentration and understanding to a range of high-quality live and recorded music.

Religious Education

Autumn 1: Who is inspiring? What stories inspire Christians and Muslims.

Make sense of belief.

- Identify at least three people from religions who are admired as good followers of God.
- Describe stories that are told by and about special people in two religions
- Identify a belief about a religious leader.

Understand the impact

- Understand why some people inspire others
- Identify the characteristics in inspiring people in religions, local leaders and people who influence the pupils themselves.
- Give simple examples of inspiration, for example, Jesus/Muhammad inspired people to....by.....

Make connections

- Think., talk and ask questions about leadership and inspiration.
- Notice and find out about the different religions
- Talk about links between the work and the question: who inspires me?

Autumn 2 What is the 'good news' Christians say Jesus brings?

Make sense of belief

- Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'
- Give clear, simple accounts of what bible texts (such as the story of Matthew the tax collector) means to Christians.
- Recognise that Jesus instructs people about how to behave

Understand the impact

- Give at least two examples of ways in which Christians follow the teaching studied about forgiveness and peace and bringing good news to the friendless.
- Give at least two examples of how Christians put these beliefs into practice in the church community and their own lives.

Make connections

- Think, talk and ask questions about whether Jesus' good news is only good news for Christians or if there are things for anyone to learn about how to live, giving a god reason for their ideas.

Science:

Notice that animals including humans have offspring which grow into adults.

- Different animals can have different growth cycles
- infant > toddler (beginning to walk) > child (U13) > teenager >13 <19) > adult (>18)
- egg > chick > chicken
- Frogspawn > tadpole > frog

Investigate and describe the basic needs of adults including humans, for survival (water, food and air).

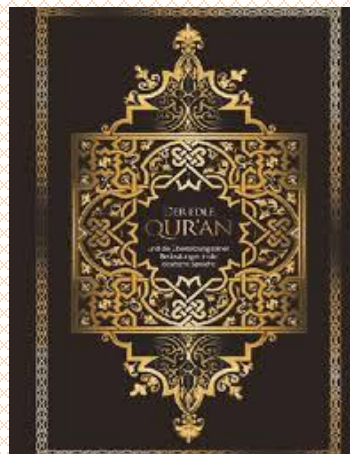
- Humans need in order to survive: food, water and air (and shelter for protection against the elements)

Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

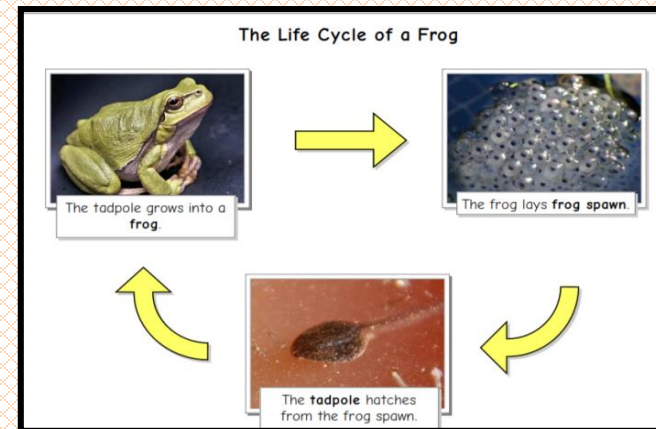
- Regular exercise is important for humans to stay healthy and is considered to be:
- Adult: 150 minutes each week
- Children between 5 and 16: 60 minutes per day
- Children under 5 - 3 hours activity a day

Hygiene is about keeping yourself (specifically parts of you) clean. This includes:

- Washing hands after going to the toilet / before eating
- Washing faces every day
- Showering or bathing at least twice a week
- Brushing your teeth twice a day (or after meals)



Year 2 Subject Focus: Autumn Term



Physical Education

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
- To travel in different ways, showing clear transitions between movements.
- To maintain balance when changing direction
- To use skills learned in a game

Gymnastics

- To remember and repeat simple gymnastic actions with control.
- To balance on isolated parts of the body using the floor and hold balance.
- To develop a range of gymnastic moves, particularly balancing.
- To link together a number of gymnastic actions into a sequence.
- To explore ways of travelling around on large apparatus.
- To choose and use a variety of gymnastic actions to make a sequence.



Year 2 Project Week: Autumn Term



We Will Remember: Animals in War

History Knowledge and Skills

Describe the everyday lives of people in a period within or beyond living memory.

- Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.

Explain why an event or person from the past is significant.

- Significant events affect the lives of many people over a long period of time and are sometimes commemorated. For example, Armistice Day is commemorated every year on 11th November to remember the end of the First World War.

Art Knowledge and Skills

Build simple thumb pots using clay, including rolling out clay on a board

- Rolling clay is achieved by taking a piece of clay which isn't too dry (cracking) or too wet (excess water pooling or is rolled off. The clay needs to be moist.
- Thumb pots are created through 'wedging' the clay and then pinching the sides.

Writing Knowledge and Skills

- Writing war poetry
- Diary entries
- Letter writing

Year 2 Black History: Autumn Term



BLACK HISTORY THEME: Harriet Tubman

Devise historically valid questions about a significant historical figure and suggest or plan ways to answer them.

- People become historically significant when their actions have created change over time, changed human thinking or their individual lives have highlighted the struggles of a larger group of people.
- Significant people are also usually remembered and celebrated during or after their lifetimes. Make choices about the best way to present historical accounts and information
- Use historical terms to describe different periods of time: decade, century, millennia, era, AD, CE, BC and BCE.



Key Facts

What is Remembrance Day?	Remembrance Day is the day when people take time to remember those who lost their lives in the First World War and all other wars since.
When was the First World War?	The First World War started in July 1914 and ended in November 1918.
Who do we remember?	In the First World War, over 700,000 UK soldiers were killed. Since 1919, people have remembered those who died.
When is Remembrance Day?	Remembrance Day is held on 11 th November. This is the day the Armistice was signed in 1918, ending the First World War.
Who was Walter Tull?	Walter Tull was a British soldier in the First World War. He was the first black officer to lead white soldiers into battle. He died in battle in France in 1918.

Key Vocabulary

armistice	An agreement to end fighting.
front line	The front lines were the areas closest to the fighting, where soldiers waited in the trenches to fight.
trenches	Trenches were long narrow ditches dug into the ground. They were where the soldiers lived when waiting to fight.
home front	People who stayed in Britain and helped the war effort were said to be fighting on the home front.
poppy	A red flower. Poppies grew in the battlefields after the First World War ended. They are worn as a symbol of remembrance.

Key People



Walter Tull

Timeline of Events

28th July 1914
War breaks out.

25th March 1918
Walter Tull dies in battle in France.

July – November 1916
The Battle of the Somme. This battle was one of the deadliest battles of the First World War.

11th November 1918
The armistice is signed, ending the First World War.

11th November 1919
The first Remembrance Day is held.

Key Knowledge



trenches



Battle of the Somme



munitions factory



First World War soldier



poppy