



This half term
our topic is:
Animal World

Year 2 Curriculum Plan – Autumn 1

	Week 1 W/B 2 Sept	Week 2 W/B 9 Sept	Week 3 W/B 16 Sept	Week 4 W/B 23 Sept	Week 5 W/B 30 Sept	Week 6 W/B 7 Oct	Week 7 W/B 14 Oct	Week 8 W/B 21 Oct
Events / Info	Staff Training Days – 2 nd & 3 rd Sept 3-day week		Pupil Progress Meetings				Phonics Assessment 2ST Class Assembly - 15 th October International Day/Evening (17 th)	Parents Evening (22 nd & 23 rd October)
English	Summer Holiday News Class Charter	The Storm Whale (Part 1) Week 2 – Introduction to the story ‘The Storm Whale’, story map Week 3 – Exploring adjectives, describing settings using the 5 senses Week 4 – Independent Writing: Plan and write a setting description Whole class feedback Writing Genre: Describing a story setting			The Storm Whale (Part 2) Week 5 - Sequencing and role play the story the Storm Whale Week 6 - Plan and write a retell of the Storm Whale Week 7 - Editing lesson, whole class feedback Writing Genre: Retelling a story			Autumn Poetry
Grammar	Capital letters and full stops	Capital letters and full stops	Adjectives and noun phrases	Adjectives and noun phrases	Coordinating conjunctions	Coordinating conjunctions	Grammar Kahoot Quiz	

Maths	Maths Game	Recognise tens and ones Using a place value chart Partition numbers to 100 Write numbers to 100	Flexibly partition numbers to 100 Write numbers to 100 in the expanded form 10s on the number line to 100 10s and 1s on the number line to 100	Estimating numbers on number line Compare objects Compare numbers	Order objects and numbers Count in 2,5,10s Count in 3s Bonds to 10	Fact families - addition and subtraction Bonds within 20 Related facts Bonds to 100 (tens)	Add and subtract 1s Add by making 10 Add three 1-digit numbers Add to the next 10	Consolidation on topic
Science <i>Living Things and their Habitats</i>		Knowledge Harvest <i>What do I already know about living things and habitats?</i>	To identify common characteristics of living things. Mrs Gren	To explore and compare differences between things that are living, dead and things that have never been alive. <u>Working Scientifically:</u> Grouping, classifying and organising	To identify that most living things live in habitats to which they are suited. (Matching some animals to basic habitats)	To describe how some animals adapt to their habitat	To explore local habitats and microhabitats. (Eco garden)	Science Quiz/Assessment (end of topic)
Computing <i>Online Safety</i>		To write rules to help stay safe online	To create a strong message against bullying online	To learn how to use search engine safely	To generate strong passwords and keep them safe	To solve online safety problems	To understand what PEGI rating system for games	
Geography <i>Around the World</i>	To share what we already know about the world.	To locate the 7 continents and 5 oceans using an atlas.	To identify human and physical features of Europe.	To explore North America and identify key features	To identify human and physical features of South America	To research Antarctica and learn about its features.	To research Africa and Asia and learn about their features.	Consolidation on learning

R.E. <i>Key Question: Is it possible to be kind to everyone all of the time?</i>		Christianity Key Question: Is it possible to be kind to everyone all of the time? What does showing kindness mean to me? Acts of kindness	Christianity Key Question: Is it possible to be kind to everyone all of the time? What did Jesus teach? The Good Samaritan	Christianity Key Question: Is it possible to be kind to everyone all of the time? What did Jesus teach? The Lost Sheep	Christianity Key Question: Is it possible to be kind to everyone all of the time? What did Jesus teach? The Prodigal Son	Christianity Key Question: Is it possible to be kind to everyone all of the time? What did Jesus teach? Jesus feeds the 5000	Answering the Key Question: Is it possible to be kind to everyone all of the time?	Christianity Key Question: Is it possible to be kind to everyone all of the time? What does showing kindness mean to me? Acts of kindness
PSHE <i>Being Me in My World</i>		Hopes and fears for the year	Rights and responsibilities	Rewards and consequences	Safe and fair learning environment	Valuing contributions	Choices Recognising feelings	Circle time
DT <i>Moving Monsters</i>		Pivots, levers and linkages: To look at objects and understand how they move.		Making linkages: To look at objects and understand how they move.	Designing my monster: To explore different design options.		Making my monster: To make a moving monster.	Evaluation: To evaluate my monster
Music		To perform vocal and instrumental sequences of different length sounds responding to symbols and rhythmic notation	To accompany a song playing the beat and rhythm following simple notation	To accompany a song combining rhythmic patterns and following simple music notation	To identify sounds of different length and accompanying instruments	To play a melody following simple music notation	To perform a song combining melodic and rhythmic accompaniments following simple music notation	
P.E. Indoor <i>Team Building</i>	Team Building Games	To follow instructions and work with others.	To co-operate and communicate in a small group to solve challenges.	To create a plan with a group to solve the challenges.	To communicate effectively and develop trust.	To work as a group to solve problems.	To work with a group to copy and create a basic map.	

P.E. Outdoor Ball Skills	Team Building Games	To be able to roll a ball to hit a target.	To develop co-ordination and be able to stop a rolling ball.	To develop technique and control when dribbling a ball with your feet.	To develop control and technique when kicking a ball.	To develop co-ordination and technique when throwing and catching.	To develop control and co-ordination when dribbling a ball with your hands
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