



Year 2 Autumn Term Curriculum Map



English (HFL)		Maths (Herts Essentials)
Reading (including phonics)	Writing	Key Concepts
<p>By half term: Read blue storybooks and all set 3 sounds: ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, tion, tious/cious</p> <p>By the end of term: Read blue storybooks with increasing fluency and comprehension (60-70 words per minute)</p> <p>Read the red words: does, two, other, ball, could, wash, water, would, anyone, over, wasn't, once, son, through, whole, people</p>	<p>*Story writing & securing sentence work linked to the text: Frog and the Stranger</p> <p>*Instruction writing linked to the text: Scaredy squirrel</p> <p>*Story writing linked to the text: Augustus and his smile.</p> <p>*Fairytale linked to Rapunzel</p> <p>*Recounts: linked to the great first of London</p> <p>*Poetry calligrams: linked to Winter</p>	<p>Securing Fluency to Twenty</p> <p>Place Value – Making Tens and Some More</p> <p>Place Value and Regrouping Two-Digit Numbers</p> <p>Counting On and Back in Ones and Tens from any Number</p> <p>Representing, Ordering and Comparing Numbers to 100 and Quantities for Measures</p> <p>Estimation and Magnitude</p> <p>Numbers to 20 – Mental Addition and Subtraction</p> <p>Finding Complements of 10 and 100 Including Measures</p> <p>Add and Subtract Numbers Mentally Using 1- and 2-Digit Numbers</p> <p>Finding Part or Whole Unknown</p> <p>Money – Making Combinations and Finding Change</p> <p>Comparison (difference, more, less, fewer)</p> <p>Measures – Estimation and Measure Using Different Scales</p>
<p>Subject specific vocabulary: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), comma, apostrophe plus all previously taught vocabulary.</p> <p>Core texts: Frog and the Stranger – Max Velthuis, Scaredy squirrel – Melanie Watt, Augustus and his smile – Catherine Rayner, Rapunzel – Bethan Woolvin, Rapunzel – Ladybird well loved tales</p>		<p>Vocabulary: Please see Year 2 Maths vocabulary and key concept map.</p>

PSHE (Jigsaw)		Science	
Skills	Knowledge	Skills	Knowledge
<p>Autumn 1 – Being me in my world. Recognise own feelings and know when and where to get help Know how to make their class a safe and fair place Show good listening skills Recognise the feeling of being worried Be able to work cooperatively</p> <p>Autumn 2 – Celebrating Differences Know there are stereotypes about boys and girls Know that it is OK not to conform to gender stereotypes Know it is good to be yourself Know that sometimes people get bullied because of difference Know the difference between right and wrong and the role that choice has to play in this Know that friends can be different and still be friends Know where to get help if being bullied Know the difference between a one-off</p>	<p>Autumn 1 - Being me in my world. Identifying hopes and fears for the year ahead Understand the rights and responsibilities of class members Know that it is important to listen to other people Understand that their own views are valuable Know about rewards and consequences and that these stem from choices Know that positive choices impact positively on self-learning and the learning of others</p> <p>Autumn 2 – Celebrating Differences Understand that boys and girls can be similar in lots of ways and that is OK Understand that boys and girls can be different in lots of ways and that is OK Explain how being bullied can make someone feel Can choose to be kind to someone who is being bullied Know how to stand up for themselves when they need to Recognise that they shouldn't judge people because they are different Understand that everyone's differences make them special and unique</p>	<p>Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions.</p>	<p>Autumn 1 – Animals including humans Notice that animals, including humans have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food, air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Autumn 2 – Everyday Materials Identify and compare the suitability of a variety of everyday materials including, wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>
<p>Vocabulary:</p> <p>Aut 1: Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible, Actions, Praise, Reward, Consequence, Positive, Negative, Choices, Co-Operate, Learning Charter, Problem-Solving.</p> <p>Aut 2: Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Kind, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Friends, Unique, Value</p>		<p>Vocabulary:</p> <p>Aut 1 Classification - Birds, fish, amphibians, reptiles, mammals and invertebrates Classification - Carnivores, herbivores, omnivores Stages of growth of many insects – egg, larva, pupa, adult Names of some invertebrates – ladybirds, butterflies, dragonflies, etc Names of some amphibians – smooth newt, common frog, toad Stages of life –baby, toddler, child, teenager, adult Life processes – growth, nutrition (feeding), respiration (breathing is part of this) Hygiene – clean, wash, germs Foods – healthy, grow, strong, energy</p> <p>Aut 2</p>	

		Types of materials: wood, plastic, glass, metal, water, rock, brick, fabric, sand, paper, flour, butter, milk, soil Properties of materials: hard/soft, stretchy/not stretchy, shiny/dull, rough/smooth, bendy/not bendy, transparent/not transparent, sticky/not sticky Verbs associated with materials: crumble, squash, bend, stretch, twist Senses: touch, see, hear, smell and taste	
Computing (Switched on Computing)		History – Autumn 2 The Plague and the Great Fire of London	
Skills	Knowledge	Skills	Knowledge
Unit 2.1 - We are astronauts <ul style="list-style-type: none"> plan a sequence of instructions to move sprites inScratchJr create, test and debug programs for sprites inScratchJr work with input and output in ScratchJr use repetition in their programs design costumes for sprites. Unit 2.2 - We are games testers <ul style="list-style-type: none"> observe and describe carefully what happens in computer games use logical reasoning to make predictions of what a program will do and test these predictions think critically about computer games and their use create sequences of instructions for a virtual robot to solve a problem work out strategies for playing a game well be aware of how to use games safely and in balance with other activities. 	Unit 2.1 - We are astronauts <ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute them by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Unit 2.2 - We are games testers <ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute them by following precise and unambiguous instructions. Use logical reasoning to predict the behaviour of simple programs. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private. 	To sequence events in chronological order. To be able to compare similarities and differences between ways of life in different periods. (Firefighting equipment.) To be able to use a range of resources to find out information and be able to determine whether resources are reliable.	To know when, how, why, where and who started the Great Fire of London. To know how fires were put out in the great fire of London. To compare firefighting equipment to today's. To know when, where and how the Great Plague occurred. To know why the Great plague spread so quickly. To know the symptoms and different types of plague.
Vocabulary: Unit 2.1 - We are astronauts - Abstraction, algorithm, bug, code, debug, event, input, output, parallel processing, program, repetition, scratch, sprite Unit 2.2 - We are games testers - Abstraction, algorithm, computational thinking, input, output, parallel processing, pattern recognition, remix, repetition, scratch, sprite, source code		Vocabulary: T1: Fire, London, long ago, before, after, past, history, T2: information, timeline, question, history, sequence. Important. T3: sources, relevant, reliable, non-reliable	

Physical Education (PE)		Geography (Autumn 1) Town and countryside	
Autumn 1	Autumn 2	Skills	Knowledge
<p>Cricket – Taught by Chance to Shine – 1 hr per week</p> <p>Bat and Ball Skills and knowledge</p> <ul style="list-style-type: none"> To confidently throw and catch different sized and weighted balls individually To throw and catch with increased distance between others and in small groups with increased accuracy To develop intensity of power and force behind the throw To be encouraged to bend their bodies to help with follow through when catching the ball. To continue to communicate between others when throwing and catching To confidently use a catching grasp with hands To be encouraged to keep eye on the ball To have increased confidence when throwing and receiving the ball To single bounce between others and to catch the bounce To single bounce onto a set target or zone and catch the ball To confidently roll different sized and weighted balls into a goal or target with increased accuracy To strike a ball with foot or large rounded racket into a goal or target with increased accuracy To strike a ball with foot towards another person or group of people with increased accuracy To be able to manipulate a ball through a series of pathways using cones either straight or through a weave. 	<p>Gymnastics Skills and Knowledge</p> <ul style="list-style-type: none"> Be able to complete a forward roll and begin to stand up afterwards Recall and recognise simple shapes and put these into a sequence Be able to mirror and copy sequences of developing length including a range of techniques, then creating their own Show a sequence of elements of balance on different points of the body eg feet, hands, bottom and understand that these make a routine To be able to jump over a bench using hands for support and swinging legs over-later to convert into cartwheel Show an link of elements of balance on different points of the body e.g. feet, hands, bottom Demonstrate an awareness of travelling and be able to recall different parts of the body to use- legs, hands, tummy, back, bottom To identify different forms of travel and understand that travelling can be across different speeds, heights and levels To continue to develop techniques for jumping- single footed, double footed- and being to put these into a sequence. To develop language for jumping- linking ready for a stretch, wide, tuck, turning and star 	<p>To use basic geographical vocabulary to refer to key physical and human features.</p> <p>To use maps and atlases to identify areas in the United Kingdom.</p> <p>To use simple compass directions and locational and directional language (for example, near and far, left and right), to describe the location of features and routes on a map.</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>To use simple fieldwork and observational skills to study the geography of their school and its grounds and the human and physical features of its surrounding environment.</p>	<p>Know geographical similarities and differences between towns, cities and countryside.</p> <p>Know key human and physical features</p> <p>To identify what Town we live in .and recap from Year 1.</p>

<ul style="list-style-type: none"> To be able to move towards a ball to reinforce the catch or move into a space. 			
<p>Vocabulary - Striking, Hitting, Contact, Throwing, Batting, Communication, Accuracy, Pace, Bouncing, Balancing, Grip, Twist, Wrist, Arm, Bend, Follow through, Swinging, movement,</p>	<p>Vocabulary - Making Shapes, Rolling, Bending, Twisting, Movements, Exploring Body parts, Developing Routines, Rhythms, Linking Movements, Stretching, Mirroring, Muscles, weight, support, relax, listen, observe, reflect, evaluate, safety, awareness, teamwork, communication, group work, patience, tumbling, standing, posture, finesse, independence, confidence, achievement, Flexibility, strength, technique, control, balance,</p>	<p>Vocabulary: hill, beach, cliff, coast, forest, mountain, sea, ocean, river, soil, valley, vegetation, house, office, shop, map, local area, place, aerial view, road, path, school grounds, field, tree, key, symbol, north, east, south, west, near, far, left, right, North, South, East, West</p>	

Art – Autumn 1 Still life – painting		Religious Education (R.E)- Herts Agreed Syllabus	
Skills	Knowledge	Skills	Knowledge
<p>To explore colour mixing</p> <p>To explore different brushes</p> <p>To be able to demonstrate a variety of ways to make different marks</p> <p>To use simple observational skills to draw shapes and objects.</p> <p>To experiment with line, ton, colour and shape.</p> <p>To begin to use tone</p> <p>To use an artist's artwork as a stimulus for artwork.</p> <p>To make links between own artwork and other piece</p> <p>To reflect on artistic techniques – likes and dislikes</p> <p>To begin to consider colour choice in a piece of art</p> <p>To discuss, note and consider ways of improving own artwork.</p>	<p>Know what are primary and secondary colours</p> <p>Know how to select appropriate tools and use them effectively.</p>	<ul style="list-style-type: none"> Recognise how and why symbols and actions express religious meaning, appreciating some similarities between communities. <i>(Symbols and actions)</i> Respond and reflect on what individuals and communities do and why, so that pupils begin to understand what prayer, worship and reflection means to a religious community. <i>(Prayer, worship and reflection)</i> Recall and name different beliefs and practices including festivals, worship, rituals and ways of life in order to find out about the meanings behind them. <i>(Beliefs and practices)</i> 	<p><u>Expressing religious meaning (Aut 1)</u></p> <p>Group religious artefacts.</p> <p>Explain why particular symbols are important within religions.</p> <p>Explore and compare symbols of two different religious traditions.</p> <p>Identify what is important about the design of some places of worship.</p> <p>Explore the meanings of symbols for God.</p> <p><u>Muslim prayer and action (Aut 1)</u></p> <p>Discover why some people pray to Allah for help.</p> <p>Understand how and why some Muslims wash and pray in a daily pattern.</p> <p><u>Festivals, including Christmas (Aut 2)</u></p> <p>Explore the ways that festivals bring people together.</p> <p>Identify the ingredients of a festival.</p> <p>Explore why Christmas matters to Christians.</p> <p>Discover what events Christians are remembering and believing when they celebrate Christmas</p>
<p>Vocabulary: observe, still life, line, direction, shape, marks mixing, secondary colour, primary colour, tone, tint</p> <p>Artists: Frank Bowling, Paul Cézanne, John Constable, Giorgio Morandi</p>		<p>Vocabulary:</p> <p><u>Autumn 1:</u> Church, Cathedral, altar, pew, font, cross, symbol, water, light, Allah, Mosque, Qur'an, Imam, prayer mat, Mecca, Hajj, Five Pillars, Ramadan, Eid</p> <p><u>Autumn 2:</u> Christianity, Christian, festival, celebrate, believe, community, nativity, worship, rituals, Bethlehem, Angel Gabriel, Jesus, Mary, Joseph, Gold, Frankincense, Myrrh</p>	

Design and Technology (Plan Bee) – Autumn 2 Vehicles		Music (Sing Up)	
Skills	Knowledge	Skills and Knowledge	Vocabulary
<p>To explore different ways of using axles, chassis and wheels to create a moving base.</p> <p>To design a vehicle with wheels, axles and chassis, as well as a body.</p> <p>To follow a design to make a moving vehicle.</p> <p>To select and use a range of equipment and materials to complete task.</p> <p>To evaluate a finished piece making suggestions for improvements</p>	<p>To be able to name a range of vehicles and their main features.</p> <p>To know the working parts of a wheel mechanism – axle, chassis, wheel,</p>	<p>Tony Chestnut</p> <ul style="list-style-type: none"> Improvise rhythms along to a backing track using the note C or G. Play the song's melody on a tuned percussion instrument. Sing with good diction to emphasise word play. Listen to, recognise, and play echoing phrases by ear. <p>Carnival of the Animals</p> <ul style="list-style-type: none"> Select instruments and compose music to reflect an animal's character. Listen with increased concentration to sounds/music and respond by: talking about them using music vocabulary, or physically with movement and dance. Identify different qualities of sound (timbre) i.e. smooth, scratchy, clicking, ringing, and how they are made. Recognise and respond to changes of speed (tempo), volume (dynamics), and pitch (high/low) using music vocabulary, or movement <p>Composing music inspired by birdsong</p> <ul style="list-style-type: none"> invent simple patterns using voices, body percussion, and then instruments. Follow signals given by a conductor/leader. Structure compositional ideas into a bigger piece. Improvise solos using instruments. 	<p>Tony Chestnut Pitch: 'cuckoo call' interval (minor 3rd), melody. Structure: echo, call-and-response. Tempo: beat, steady beat. Timbre: tuned (has notes) and untuned percussion instruments (doesn't have notes). Other: diction, improvise.</p> <p>Carnival of the animals VII. 'Aquarium' Timbre: strings, piano, glockenspiel. Pitch: high. Rhythm: long/short notes. Articulation: sliding (glissando), smooth (legato). Character: flowing, wavy, smooth. XII. 'Fossils' Timbre: xylophone, strings, piano, clarinet. Pitch: high. Rhythm: long/short notes. Tempo: fast. Articulation: short/detached notes (staccato). Character: brittle, jerky.</p> <p>XII. 'The swan' Timbre: cello, strings, glockenspiel. Pitch: low and high. Rhythm: long/short notes. Tempo: slow. Articulation: smooth (legato). Character: elegant, graceful, relaxing. V. 'The elephant' Timbre: piano, double bass.</p>

			<p>Pitch: low. Rhythm: long/short notes. Tempo: slow. Articulation: short notes (staccato), smooth (legato). Character: heavy, plodding, resonant.</p> <p>X. 'Aviary' Timbre: flute, piano. Pitch: high. Rhythm: long/short notes. Tempo: fast. Articulation: short notes (staccato), smooth (legato). Character: twitchy, fluttering, swooping.</p> <p>Composing music inspired by birdsong Other: motif – a short musical idea (<i>birdsong – the short repeating patterns birds use to communicate – is a musical motif</i>), conductor – the person who signals to musicians and often decides the tempo (speed) of a piece as well as when it starts and stops, orchestrate – choose which instruments play which ideas, accompaniment – a supporting part, improvise – invent or create music without preparation (make it up on the spot!).</p>
Vocabulary: axle, chassis, wheel, body, vehicle, mechanism, siren, engine,			