

## Year 2 Autumn Term Curriculum Map

English		
Writing (HFL)		Phonics (RWI) Spelling (No Nonsense)
<b>Year 1 Writing purposes</b>	<b>Narrative:</b> Entertain (2.1) <b>Instructions:</b> Inform (2.2) <b>List poems:</b> Poetry (2.3) <b>Narrative:</b> Entertain (2.4) <b>Letters:</b> Inform (2.5)	<b>Autumn 1</b> Revise set 1, 2, 3 and additional sounds RWI book colour: Blue, grey <b>Autumn 2</b> Revise set 1, 2, 3 and additional sounds RWI book colour: Grey
<b>Year 1 Writing outcomes with core texts</b>	Story writing & securing sentence work linked to the text: Frog and the Stranger Instruction writing linked to the text: How to make friends with a ghost Poetry linked to the Puffin Book of Fantastic First Poems Story writing linked to the text: Last Stop on Market Street Letters and postcards linked to the text: Dragon Post	<b>Handwriting (Letter Join)</b>
<b>Letter families</b> Diagonal and horizontal joins The letter f and k		
<b>Vocabulary:</b> Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), comma, apostrophe plus all previously taught vocabulary.		
Reading		
<b>The pupil can:</b> Read accurately and fluently by blending sounds in words containing graphemes taught and alternative sounds for graphemes. Read accurately words of two or more syllables containing graphemes taught and alternative sounds for graphemes. Read words containing common suffixes (-s, -es, -ing, -ed, -er, -est, changing y to i and removing e, -ness, -ful). Read Year 1 and Year 2 common exception words. Build up a repertoire of poems learnt by heart, reciting some with appropriate intonation. Clarify the meaning of words and phrases, discussing their favourite (including homophones and near homophones). <b>In a book they can already read fluently, the pupil can:</b> Predict what might happen on the basis of what has been read so far. Ask and answer questions, making inferences on the basis of what is being said and done. Check that the text makes sense to them as they read, and correct inaccurate reading. Discuss the sequence of events in books. <b>In a book read to them, pupils can:</b> Participate in discussions about books, poems and other works, taking turns and listening to what others say. Explain and discuss their understanding of books, poems and other works. Retell a wider range of familiar stories, fairy stories and traditional tales, considering their particular characteristics. Understand that non-fiction books are structured in different ways. Recognise recurring literary language in stories and poems.		Reading and comprehension linked to RWI books Reading fluency sessions in afternoon (5 mins)  <b>Poems to learn by heart:</b> Cats sleep anywhere by Eleanor Farjeon
<b>Class Reads: J):</b> <a href="#">A Bear Called Paddington by Michael Bond</a> , Grimwood by Nadia Shireen, The Twits by Roald Dahl, Superdad's Day Off by Phil Earle, The World According to Humphrey by Betty G Birney, The Hodgeheg by Dick King-Smith, Secret Agents Jack and Max Stalwart: Book 1 - The Battle for the Emerald Buddha: Thailand by Elizabeth Hunt, Big Sky Mountain by Alex Milway		

## Maths (Herts Essentials)

### Key Concepts

2LS1 – Securing fluency to 20  
 2LS2 – Place value: making ‘tens and some more’  
 2LS3 – Place value and regrouping two-digit numbers  
 2LS4 – Counting on and back in ones and tens from any number  
 2LS5 – Representing, ordering and comparing numbers to 100 and quantities for measures  
 2LS6 – Estimation and magnitude  
 2LS7 – Numbers to 20: mental addition and subtraction  
 2LS8 – Finding complements of 10 and 100 including measures  
 2LS9 – Add and subtract numbers mentally using one- and two-digit numbers  
 2LS10 – Finding part or whole unknown  
 2LS11 – Money: making combinations and finding change  
 2LS12 – Comparison (difference, more, less, fewer)  
 2LS13 – Measures: estimation and measure using different scales

### Vocabulary

Number: Counting and number properties		
numeral hundreds	step counting	count in multiples
Number: Place value, ordering and comparing		
place value partition place holder estimate estimation	half-way three-digit equivalent greater than > less than <	digit mid-point quartile
Number: Calculation		
commutative inverse calculate multiplication division times tables multiplication table repeated addition	reordering mental method written method reduce increase combination multiply / multiplied fact family	calculation divide remainder multiple / multiples rebalancing product divisible
Measurement: Capacity		
litre / l millilitre / ml	scale quarter full	three-quarters full
Measurement: Money		
price cost	amount change	value
Measurement: Temperature		
temperature degrees	Celsius / °C thermometer	scale

## Science (Oak Academy)

Uses of everyday materials (2.1)		Growing plants (2.2)	
Skills	Knowledge	Skills	Knowledge
<p>Identify and compare the suitability of everyday materials like wood, metal, and plastic for specific uses.</p> <p>Examine how solid objects' shapes can change by squashing, bending, twisting, and stretching.</p> <p>Perform simple tests and use data to answer questions.</p> <p>Explore how different materials are suited for specific tasks based on their characteristics.</p>	<p>To be able to name and identify objects made from different materials</p> <p>To identify and explain characteristics of certain materials</p> <p>To know that certain objects need to be of a certain material depending on their task (e.g. Spoons – metal/wood/plastic – a paper spoon would not be practical)</p>	<p>Observe and describe how seeds and bulbs grow into mature plants, and understanding how water, light, and temperature affect plant growth and health.</p> <p>Perform simple tests, use observations to answer questions, and gather data to explore plant needs.</p> <p>Explore how plants grow from seeds and bulbs and what they need to stay healthy</p>	<p>To be able to say what plants need to stay healthy</p> <p>To name some plants that grow from bulbs or seeds</p> <p>To label the parts of the plant and their basic function</p>
<p><b>Vocabulary:</b> object, compare, material, describe, properties, suitable, unsuitable, Earth, material, damage, natural, absorbent, investigate, stretchy, length, squash, bend, twist, stretch, change, shape, results</p>		<p><b>Vocabulary:</b> Animals, food, hunt, graze, research, plant, living, food chain, role, compare</p>	
History (Autumn 2) The Plague and the Great Fire of London (2.1)		Geography (Autumn 1) Towns and Countryside (2.1)	
Skills	Knowledge	Skills	Knowledge
<p>To sequence events in chronological order.</p> <p>To be able to compare similarities and differences between ways of life in different periods. (Firefighting equipment.)</p> <p>To be able to use a range of resources to find out information and be able to determine whether resources are reliable.</p>	<p>To know when, how, why, where and who started the Great Fire of London.</p> <p>To know how fires were put out in the great fire of London.</p> <p>To compare firefighting equipment to today's.</p> <p>To know when, where and how the Great Plague occurred.</p> <p>To know why the Great plague spread so quickly.</p> <p>To know the symptoms and different types of plague.</p>	<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 where we live - town</p>
<p><b>Vocabulary:</b> Fire, London, long ago, before, after, past, history, information, timeline, question, history, sequence. Important, sources, relevant, reliable, non-reliable</p>		<p><b>Vocabulary:</b> 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 (2.1)		Design and Technology (Plan Bee) – Autumn 2 Vehicles (2.1)	
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, tone, colour and shape.</p> <p>To begin to use tone 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>	<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><b>Vocabulary:</b> observe, still life, line, direction, shape, marks mixing, secondary colour, primary colour, tone, tint</p> <p><b>Artists:</b> Frank Bowling, Paul Cézanne, John Constable, Giorgio Morandi</p>		<p><b>Vocabulary:</b> axle, chassis, wheel, body, vehicle, mechanism, siren, engine,</p>	

## Music (Sing Up)

### Skills and Knowledge

#### Tony Chestnut (2.11)

- 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.

#### Carnival of the Animals (2.12)

- 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

#### Composing music inspired by birdsong (2.13)

- 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.

### Vocabulary

#### 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.

#### 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.

##### 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.

**Pitch:** low.

**Rhythm:** long/short notes.

**Tempo:** slow.

**Articulation:** short notes (staccato), smooth (legato).

**Character:** heavy, plodding, resonant.

##### X. 'Aviary'

**Timbre:** flute, piano.

**Pitch:** high.

**Rhythm:** long/short notes.

**Tempo:** fast. **Articulation:** short notes (staccato), smooth (legato).

**Character:** twitchy, fluttering, swooping.

PSHE (Jigsaw)		Computing (Switched on Computing)	
Skills	Knowledge	Skills	Knowledge
<p><b>Aut 1 – Being me in my world.</b>            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><b>Aut 2 – Celebrating Differences</b>            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><b>Aut 1 - Being me in my world.</b>            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><b>Aut 2 – Celebrating Differences</b>            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><b>Unit 2.1 - We are astronauts</b>            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.</p> <p><b>Unit 2.2 - We are games testers</b>            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.</p>	<p><b>Unit 2.1 - We are astronauts</b>            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.</p> <p><b>Unit 2.2 - We are games testers</b>            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.</p>
<p><b>Vocabulary:</b>  <b>Aut 1:</b> Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible, Actions, Praise, Reward, Consequence, Positive, Negative, Choices, Co-Operate, Learning Charter, Problem-Solving.  <b>Aut 2:</b> 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><b>Vocabulary:</b>  <b>Unit 2.1 - We are astronauts</b> - Abstraction, algorithm, bug, code, debug, event, input, output, parallel processing, program, repetition, scratch, sprite  <b>Unit 2.2 - We are games testers</b> - Abstraction, algorithm, computational thinking, input, output, parallel processing, pattern recognition, remix, repetition, scratch, sprite, source code</p>	

## Religious Education (R.E)- Herts Agreed Syllabus

### Skills

**Beliefs and practices** - Describe at least three examples of different belief and practices, including festivals, worship, rituals and ways of life. Explain some meanings behind them using appropriate vocabulary.

**Sources of wisdom** - Retell and suggest meanings to some religious and moral stories. Think, talk and ask questions about some sacred writings and sources of wisdom, and the traditions from which they come.

**Symbols and actions** - Identify at least three examples of religious symbols and actions. Explain how and why they express religious meaning. Describe some similarities between communities.

**Prayer, worship and reflection** - Explain how and where worshippers connect to prayer and worship. Discuss the concept of prayer. Participate in periods of stillness and reflection and respond to these moments.

**Identity and belonging** - Explore how groups express who they are. Discuss how individuals belong to communities, including faith groups. Describe what a leader does and why.

**Ultimate questions** - Ask and answer a range of 'how' and 'why' questions about belonging, meaning and truth. Express their own ideas and opinions.

**Human responsibility and values** - Retell stories and share real life examples of how people show care and concern for humanity and the world. Think, talk and ask questions about why people do this.

**Justice and fairness** – Explain the influence of rules. Retell moral stories and explain how these stories show what is right and wrong, just and fair.

### Knowledge

**Autumn 1 - What is the good news Christians believe Jesus brings? Part 1 (2.1)**

**Autumn 2 - What is the good news Christians believe Jesus brings? Part 2 (2.2)**

Gospel: Christianity

Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.

Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.

Recognise that Jesus gives instructions to people about how to behave.

Give at least two examples of ways in which Christians follow the teachings 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 (for example: charity, confession).

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, exploring different ideas.

**Vocabulary:** Christians, Jesus, Matthew, Fishermen, Disciples, Tax collector, peace, forgiveness, Apostles

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## Physical Education (Complete PE)

### **Locomotion: Dodging (2.11)**

The unit of work will challenge pupils to apply their knowledge of how, where and why to dodge. Pupils will learn the roles of attacking and defending and start to understand when we attack and when we defend while using their dodging skills.

2.11: Attacker, Defender, Space, Dodge, Tagging

### **Dance: Explorers (2.12)**

The unit of work will develop pupil's ability to create and develop their characters, adding movements, expression and emotion to their performance. Pupils will be able to create a motif and will develop their motifs with a partner to include some different elements of choreography

2.12: Control, Rhythm, Expression, Emotion, Choreography, Motif, Unison

### **Balls: Hands 1 (2.21)**

The unit of work will challenge pupils to combine their developing dribbling, passing and receiving skills in order to keep possession and score a point. Pupils will apply these skills in teams in various games and activities.

2.21: Attacking, Defending, Opponent, Team, Dribbling, Chest pass

### **Dance: Water (2.22)**

The unit of work will challenge pupils to use their whole body when creating sequences of movements. Pupils will explore and respond to music as a stimulus. Using various dynamics and movement qualities, pupils will be able to use descriptive language to discuss these various movement qualities

2.22: Control, Rhythm, Expression, Emotion, Stimulus, Flow, Timing