

**Curriculum Long Term Overview Map
Autumn Term.
Year Group 2**

Overall Themes: Out and About / Fit For Fun

(Each of the aspects below will have a comprehensive medium term plan)

SUBJECT	SUMMARY THEME	PROGRAMME OF STUDY
Literacy	<p>Autumn 1</p> <p>Author Study/Link: Nick Butterworth, Percy The Park Keeper. Vivian French, Oliver's Vegetables.</p>	<p>Genre Coverage: Genre: Stories in a Familiar Setting.</p> <p>Reading</p> <ul style="list-style-type: none"> ▪ Read and tell a selection of stories with settings and themes that are familiar to the children, for example home, school, shops, holidays, getting lost, making friends, being ill. Children retell stories in pairs focusing on the sequence of events. ▪ Identify the characters. Use role-play to retell the story from one character's point of view and explore different courses of action. ▪ Children select a character and describe what they do in the story, orally and in writing. ▪ Review the stories. Discuss the way that one event leads to another and identify temporal connectives. Represent the story structure in note form. ▪ Begin to tell another story. Invite predictions about characters' actions and the sequence of events. <p>Writing</p>

	<p>Information Texts.</p>	<p>Demonstrate how to plan the structure of a story: opening, something happens, events to sort it out, ending. Demonstrate how to write the beginning of the story. Children write their own endings.</p> <ul style="list-style-type: none"> ▪ Children plan and tell stories based on their own experience. They use the structure from shared writing to write their own complete stories. ▪ Grammar. Autumn Term. ▪ To look in a variety of books and find examples of words and phrases that link sentences. [after, meanwhile, during, before, then, next, after a while] ▪ Review the use of capital letters. ▪ Secure the composition of simple sentences. ▪ Use simple organizational features such as arrows, boxes, lines, keys. <p>Information Texts :Overview Reading.</p> <ul style="list-style-type: none"> ▪ Pose questions and record these in writing, prior to reading. ▪ Investigate non-fiction books/ICT texts on similar themes to show that they can give different information and present similar information in different ways. ▪ Use contents pages/menus and alphabetically ordered texts, for example dictionaries, encyclopedias, indexes, directories, registers. Locate definitions/explanations in dictionaries and glossaries. ▪ Scan texts to find specific sections, for example key words or phrases, subheadings, and skim-read title, contents page, illustrations, chapter headings
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	<p>Poetry ; Patterns on a page.</p>	<p>and sub-headings to speculate what a text might be about and evaluate its usefulness for the research in hand.</p> <ul style="list-style-type: none"> ▪ Close read text to gain information, finding the meaning of unknown words by deducing from text, asking someone, or referring to a dictionary or encyclopedia. ▪ <p>Writing</p> <ul style="list-style-type: none"> ▪ Make simple notes from non-fiction texts, for example key words and phrases, page/web references, headings, to use in subsequent writing. ▪ Write simple information texts incorporating labelled pictures and diagrams, charts, lists as appropriate. Design a simple website. ▪ Draw on knowledge and experience of texts in deciding and planning what and how to write. ▪ Maintain consistency in non-narrative, including purpose and tense. ▪ Create an alphabetically ordered dictionary or glossary of special interest words. <p>Poetry patterns on a page. Overview.</p> <ul style="list-style-type: none"> ▪ Children hear, read, respond to and write poems with particular patterns. They focus on the playful exploration of language and its potential use, without necessarily being constrained by 'making sense'. ▪ ▪ As a class and in groups, children hear, read and respond to a range of poems with different patterned structures. ▪ With extensive contribution from and involvement by children, the teacher models and explores writing in several different patterned forms. Opportunity is taken to focus on playful and inventive language choices, further developing children's vocabulary and their word-reading and writing skills in the process.
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<p>Literacy</p>	<p>Autumn 2 Information Texts.</p>	<p>Reading</p> <ul style="list-style-type: none"> ▪ To navigate around an information text using its key features. ▪ Use a text as a means of learning something new. ▪ <p>Writing.</p> <ul style="list-style-type: none"> ▪ Make simple notes from non-fiction texts. ▪ Write simple information texts incorporating labeled pictures and diagrams, charts, lists as appropriate <p>▪ Grammar. Autumn Term.</p> <ul style="list-style-type: none"> ▪ To look in a variety of books and find examples of words and phrases that link sentences. [after, meanwhile, during, before, then, next, after a while] ▪ To develop a greater understanding of how to use capital letters. ▪ To use a variety of simple organizational devices including arrows, lines, boxes, keys. ▪ To secure use of simple sentences using capital letters and full stops.

	<p>Narrative: Traditional Tales. The Mousehole Cat.</p>	<p>Reading; To read a variety of stories and explore how they fit with “story mountain.” To explore characters and themes.</p> <p>Writing: To write an alternative ending to a traditional tale. To write book reviews. To write descriptions of characters.</p>
<p>Mathematics</p>	<p>Autumn 1</p> <p><i>Number and place value</i></p> <p><i>Addition and subtraction</i></p> <p><i>Measures and Shape</i></p>	<p><i>NB: We try to embed mathematical learning in the context of other subjects, so this learning may take place in a different order.</i></p> <p>1: Mark 2-digit numbers on a beaded line 2: Count in tens from 1- and 2-digit numbers 3: Estimate a quantity, then count in tens 4: Estimate a quantity, then count in tens 5: Perform place value additions and subtractions</p> <p>1: Know pairs to 10, and then to 7, 8 and 9 2: Know pairs to 10, and then to 20 3: Know pairs to 20 4: Add/subtract 10 using spider 5: Add/subtract 10 using coins</p> <p>1: Recognise coins; make amounts 2: Investigate amounts to be made using coins; use a system</p>

	<p><i>Addition and subtraction and Money</i></p> <p><i>Number and Fractions</i></p> <p><i>Doubling and halving and Mental addition and subtraction</i></p>	<p>3: Use coins to buy objects up to 20p and find change 4: Read time on digital/analogue clocks to nearest half of hour 5: Read time on digital/analogue clocks to nearest quarter of hour</p> <p>1: Measure using decimetre strips 2: Measure using centimetres; understand there are 10cm in a decimetre 3: Measure using rulers measured in centimetres and metres 4: Identify left and right; give accurate directions 5: Understand clockwise and anticlockwise turns and right angles as quarter turns</p> <p>1: Use pairs to 10 to find amount to next ten 2: Use pairs to 10 to find the next ten 3: Use pairs to 10 to find how many to the next ten 4: Find change from 20p 5: Add and subtract 10, 11 and 20 in the context of money</p> <p>1: Count in 10 s and 2s; spotting patterns 2: Count in 10s and begin to use multiplication 3: Recognise odd and even numbers 4: Find halves and quarters of shapes by folding 5: Find halves and quarters of shapes</p> <p>1: Find doubles to double 20 2: Find doubles to double 20 & related halves 3: Find halves of even numbers using strips to help</p>
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Mathematics	<p>Autumn 2</p> <p>Measures and Shape</p> <p>Addition and subtraction and Money</p> <p>Number and Fractions</p>	<p>1: Measure using decimetre strips</p> <p>2: Measure using centimetres; understand there are 10cm in a decimetre</p> <p>3: Measure using rulers measured in centimetres and metres</p> <p>4:Identify left and right; give accurate directions</p> <p>5:Understand clockwise and anticlockwise turns and right angles as quarter turns</p> <p>1: Use pairs to 10 to find amount to next ten</p> <p>2: Use pairs to 10 to find the next ten</p> <p>3: Use pairs to 10 to find how many to the next ten</p> <p>4:Find change from 20p</p> <p>5:Add and subtract 10, 11 and 20 in the context of money</p> <p>1: Count in 10 s and 2s; spotting patterns</p> <p>2: Count in 10s and begin to use multiplication</p> <p>3: Recognise odd and even numbers</p> <p>4:Find halves and quarters of shapes by folding</p> <p>5:Find halves and quarters of shapes</p>

	<p><i>Doubling and halving</i></p> <p><i>Mental addition and subtraction</i></p>	<p>1: Find doubles to double 20</p> <p>2: Find doubles to double 20 & related halves</p> <p>3: Find halves of even numbers using strips to help</p> <p>4: Add 10, 11, 20 and 21</p> <p>5: Subtract 10, 11, 20 and 2</p>
<p>Science</p>	<p>Autumn 1.</p> <p>Out and About.</p> <p>Plants.</p>	<p>During this Science topic the pupils will be taught:</p> <ul style="list-style-type: none"> • Plants • Plant Study. <p>To observe and study how plants grow (including seeds, bulbs, fruit and vegetables, deciduous and evergreen bushes and trees) over the year in their habitat.</p> <ul style="list-style-type: none"> • To identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen • To identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. • To observe and describe how seeds and bulbs grow into mature plants <p>To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>
<p>Science</p>	<p>Autumn 2</p> <p>HEALTH AND GROWTH</p>	<p>During this Science topic the pupils will be taught:</p>

	<p>(Animals inc. Humans)</p>  <p>Linked texts; Vivian French . Olivers Fruit Salad, Milk shake.</p>	<ul style="list-style-type: none"> • 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 and air) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <ul style="list-style-type: none"> • Continue to observe and describe how seeds and bulbs grow into mature plants. • Investigations linked to the plants we eat.
<p>History</p>	<p>Autumn The History of Toys</p>	<p style="text-align: center;">Subject Content –</p> <p>Significant historical events, people and places in their own locality.</p> <p>Key Skills</p> <p>Chronological Understanding:</p> <ul style="list-style-type: none"> • To use words and phrases like: <i>before I was born, when I was younger.</i> • To use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; in their historical learning. • To use the words past and present correctly. <p>Knowledge and interpretation: To understand that toys have changed in living memory.</p> <p>Historical Enquiry:</p> <ul style="list-style-type: none"> • To find out something about the past by talking to an older person. • To answer questions by using a specific source, such as an information book or internet. <p>Organisation and Communication</p> <p>Communicate their knowledge in a variety of ways.</p>

<p>Geography</p>	<p>Out and About. Welcome to Minnie and Mickey's magical kingdom, a locality a long way from the UK</p>	<p>During this Geography topic the pupils will be taught:</p> <ul style="list-style-type: none"> • The name of the place they are studying. • Which direction it is in from the UK. • Which country it is in. • The key features of the place. • To use maps to answer simple questions about it. • To be able to explain how they would get there if they visited it. • To use atlases and globes to locate it. • To find out about: the weather, house and homes there, clothing, landscapes, the flag, the language spoken, the currency. <p>Key Skills</p> <p><u>Geographical Enquiry</u> Can they find out about a locality by using different sources of evidence and asking questions? Can they say what they like and dislike about a locality? Can they label diagrams and photos using geographical language?</p> <p><u>Physical Geography</u> Can they describe a place outside Europe using geographical words? Can they explain what makes a locality special?</p> <p><u>Human Geography</u> Can they explain how the jobs people do might be different in different parts of the world? Can they explain what facilities a town or village might need?</p>
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<p>Autumn 2</p>		<p>Gymnastics (Lessons 1-8 Rawmarsh Scheme)</p> <p>Athletics: developing key skills, gaining confidence and becoming aware of how to improve.</p> <p>Dance Travelling high and low, balancing, use of gestures in response to a variety of musical stimuli.</p>
<p>RE Autumn 1</p>	<p>The Bible.</p>	<p>Programme of Study to include</p> <ul style="list-style-type: none"> • Increasing pupils' awareness and understanding of the importance of the Bible. • Developing knowledge of which stories can be found in which Testament of the Bible. • Introducing the idea of the Bible as a library in one book. • Understanding that the Bible can be found worldwide and has been translated into many languages. • The work of the Gideons and Bible Society. <p>The story of Mary Jones and her Bible. Sacred Books in other religions-Islam , Judaism</p> <ul style="list-style-type: none"> • similarities and differences between the content and treatment of the holy books. • links between sources and beliefs
<p>Autumn 2</p>	<p>The Journey to Bethlehem</p>	<p>The aim of this unit is to: emphasise the length of the journey to Bethlehem made by Mary and Joseph and the significance of those who also made the journey to visit the</p>

		Christ Child.
PSHE	<p>Autumn 1 Feelings and Emotions.</p> <p>Autumn 2 Healthy Eating</p>	<p>To develop the language needed to describe feelings [emotional literacy]. To develop empathy with others. To develop strategies for coping with feelings and emotions.</p> <p>During this PSHE unit the pupils will be taught:</p> <ul style="list-style-type: none"> • To explore and experience different types of food and tastes • To become aware of nutritional information which may help in making healthy choices • To learn about safe food preparation and handling • To begin to enjoy cooking
Computing	Autumn 1	<p>Programming and Control (Purple Mash)</p> <p>2 Type - 5- 10mins Beginning of each lesson "Teaching Keys"</p> <ul style="list-style-type: none"> • To further develop their understanding of how precise instructions and commands can control a device.

	Autumn 2	<ul style="list-style-type: none"> • To understand that devices or a virtual object are controlled by sequences of instructions or actions, and that these can be inputted using icons. • To create, edit and refine sequences of instructions for a variety of programmable devices. <p>To be able to debug simple programs</p> <p>Combining text and graphics</p> <p>2 Type - 5- 10mins Beginning of each lesson "Teaching Keys"</p> <ul style="list-style-type: none"> • To use more advanced features of a word processing package for a specific audience and context. <p>To edit and improve their work.</p>
MFL	All year.	To listen to songs and French greetings and questions, and imitate the French songs and conversations
MUSIC	Aut 1	<p>Music will be linked to our Geography topic.</p> <p>We will explore some of the music from popular Disney films. During this Music topic the pupils will be taught to sing songs, accurately following a melody and perform to the rest of the class. Also to create sound effects after listening to different pieces of music.</p>

	Autumn 2	Nativity – learning songs and accompanying actions and percussion for performance.