



Year Two
Curriculum
Information
Autumn 2020

**World
Kitchen**



Phonics and Spelling

Knowledge and Key Skills:

- I can spell words containing the 40+ phonemes already taught.
- I can spell the 1st 100 common exception words correctly.
- I can use the spelling rule for adding 's' or 'es' for verbs in the 3rd person singular.
- I can use the prefix -un.

Reading

Knowledge and Key Skills:

- I can match all 40+ graphemes to their phonemes speedily.
- I can read common exception words.
- I can read words with contractions and understand that the apostrophe represents the missing letters.
- I can read words that end with '-s, -es, -ing, -ed, -er, -est'
- I can read words which start with un-.
- I can listen to and discuss a wide range of poems, stories and non-fiction at a level that is beyond my own ability.
- I can check that my reading makes sense and go back to correct myself.
- I can retell key stories orally using narrative language.
- I can talk about the main characters within a well-known story.
- I can learn some poems and rhymes by heart.

Writing

Knowledge and Key Skills:

- I can join taught digraphs and trigraphs using the taught Letter-join cursive style.
- I can form lowercase letters of the correct size relative to one another.
- I can segment spoken words into phonemes and record these as graphemes.
- I can re-read what I have written to check that it makes sense.
- I can join two sentences using 'and'.
- I can accurately punctuate sentences using a capital letter, finger spaces and full stops.
- I can use capital letters for names of people, places and days of the week.

Mathematics

Knowledge and Key Skills:

- I can count to and across 100, forward and backwards, beginning with 0 or 1 from any number.
- I can count in multiples of 2, 5 and 10.
- I can count, read and write numbers to 100 in numerals.
- I can recognise, find and name a half of an object, shape or quantity.
- I can represent and use number bonds and related subtraction facts to 20 fluently.
- I can solve one-step problems that involve addition and subtraction, using objects and pictorial representations.
- I can solve one-step problems that involve multiplication and division by using concrete objects, pictorial representations and arrays.
- I can solve missing number problems.
- I can recognise the place value of each digit in a 2-digit number.
- I can identify, represent and estimate numbers using different representation including the number line.
- I can tell the time to the hour.
- I can tell the time to half past the hour.
- I recognise and use language relating to dates, including days, weeks, months and years.

Science

Knowledge and Key Skills:

- I can identify and name a variety of common wild and garden plants including deciduous and evergreen trees.
- I can name structures of deciduous and evergreen trees: roots, trunk, branches, leaves, blossom, seed, fruit.
- I recognise my questions can be answered in different ways.
- I can identify and classify things.
- I can use my observations and ideas to suggest answers to questions.
- I can gather and record data to answer questions.

Activity Ideas:

- Go on a leaf hunt around school! Classify the leaves into deciduous or evergreen.
- Identify leaves and record data and observations to name the trees in school.

Art and Design

Knowledge and Key Skills:

- I can use pencils to create lines of different thickness in drawings.
- I can describe what I can see and give an opinion about the work of an artist.
- I can ask questions about a piece of art.
- I can choose and use three different grades of pencil when drawing.
- I can use charcoal, pencil and pastel to create art.
- I can create tints with paint by adding white.
- I can create tones with paint by adding black.
- I can suggest how artists have used colour, pattern and shape.
- I can create a piece of art in response to the work of another artist.

Activity Ideas:

- Create a detailed portrait of Queen Victoria.
- Use pastels to create a Bonfire Night inspired piece of art.
- Study the artwork of Lowry and create a Victorian townscape in the style of his work.



Design and Technology

Knowledge and Key Skills:

- I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and, where appropriate, via computing.
- I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.
- I can explore and evaluate a range of existing products.
- I explore and use mechanisms [for example, levers, sliders, wheels and axles], in my products.

Activity Ideas:

- In small groups, design, make and evaluate a Victorian dwelling model to include a Victorian kitchen and garden.
- Take part in the 'Great Victorian Bake Off' to make an individual Victorian sponge cake.

Geography

Knowledge and Key Skills:

- I can explain some of the main things that are in hot and cold places.
- I can locate continents of the world and locate them on a map.
- I can name the world oceans and locate them on a map.
- I can describe a place outside Europe using geographical words.

Activity Ideas:

- Consider why certain foods are native to different parts of the world.
- Locate the places that Queen Victoria ruled over.

History

Knowledge and Key Skills:

- I can explain how some people have helped us to have better lives.
- I can use words and phrases like: before, after, past, present, then and now.
- I can recount the life of someone famous from Britain who lived in the past.
- I can research the life of a famous person from the past using different sources of evidence.
- I can plot the significant events in a persons' life in chronological order.

Activity Ideas:

- Research the life of Queen Victoria and represent key milestones on a timeline.
- Compare Victorian life to modern day, including household gadgets and Christmas traditions.

Music

Knowledge and Key Skills:

- I can make different sounds with my body and instruments.
- I can respond to different moods in music.
- I can choose sounds to represent different things.
- I can follow instructions about when to play along to music.

Activity Ideas:

- Listen, appraise and respond to music from the Victorian period.
- Create a short piece of music inspired by the Nutcracker Suite.

Religious Education

Knowledge and Key Skills:

- I can identify some beliefs of Christianity.
- I can retell some stories within Christianity.
- I can identify some ways in which Christians worship and celebrate special events.
- I can express my views and give simple reasons in response to my learning about the beliefs, teachings and practises in Christianity.

Activity Ideas:

- Complete a virtual visit of Christian churches.
- Research the importance of having a good Harvest.
- Research the importance of light in a Christian Christmas.

Personal Development

School values: D-R-E-A-M-S

Each half term we will focus on one aspect of our school values.

D – Defence

Health and Safety: educating pupils on defence against germs. Promotion of the 'Catch it, Bin it, Kill it' slogan.

D – Democracy

School rules, classroom rules and school council nominations.

D – Determination and Dedication

Personal goals and the importance of never giving up.

R – Responsible

Keeping promises, being a responsible school citizen and global citizen.

R – Resilient

Exploring emotions and developing emotional resilience.

Computing

Knowledge and Key Skills:

- I can retrieve and manipulate digital content.
- I can navigate the web to complete simple searches.
- I use technology respectfully.
- I know where to go for help if I am concerned.

Activity Ideas:

- Use subscription software to research and organise data, Queen Victoria and Lowry.
- Video it's journey, recording sound to describe the movement using directional language.

Physical Education – Autumn Term 1 Yoga and Dance, Autumn Term 2 Gymnastics

Knowledge and Key Skills:

- I can respond appropriately to a variety of stimuli through movement.
- I can move with appropriate actions and timing in response to a stimulus.
- I can move with rhythm and confidence when e.g. walking, hopping, jumping, landing.
- I can create a gymnastic sequence containing: a balance, a travelling action, a jump and a roll.