



## Knypersley First School Year 2 Autumn Term Curriculum Plan

Term	Autumn 1	Autumn 2
Topic	Paddington's London Adventure	
Core Text	Paddington Bear	
Debate	Why did Paddington leave his native habitat? Was this right?	
English	<p><b>Narrative</b> Text Based Unit- Paddington's London Treasury Outcome: Children can write their own versions of a Paddington story using different elements of grammar.</p> <p><b>Narrative</b> Changing an element Outcome: Children can write a complete story about a familiar story but with a twist e.g. 3 little pigs could be 3 little mice. They can write in the third person and past tense; include descriptions of characters and setting and try writing some dialogue</p>	<p><b>Narrative</b> Text Based Unit- Paddington's London Treasury Outcome: Children can write their own versions of a Paddington story using different elements of grammar.</p> <p><b>Non-Fiction</b> Instructions Outcome: Children can write a sequence of instructions using consistent tense, detailed diagrams and numbers or words indicating chronological order</p> <p><b>Non- Fiction</b> Outcome- Children will create their own non-fiction page using all of the features.</p> <p><b>Poetry</b> Senses Poetry Outcome: Children understand how to play with interesting and inventive language choices to create or continue particular patterns; during shared, guided and independent writing, write a simple poem, playing with interesting and inventive language choices to create or continue a particular pattern</p> <p><b>Poetry</b> Shape Poems Outcome: Children can write a poem (collaboratively or individually) that uses language to create an effect and particular visual shape.</p>
English Skills	<p><b>Reading:</b> develop phonics until decoding is secure and reading fluent; read by blending sounds; read words of 2+ syllables containing taught GPC's; read words with common suffixes; read common 'exception' words; read frequently encountered words quickly and accurately; read and reread books at appropriate level; discuss fiction, non-fiction and poetry beyond own reading level; discuss word meanings and favourite words/phrases; check for and correct reading errors; make inferences and predictions; ask and answer questions; discuss books, poems and other texts; explain their understanding of texts.</p> <p><b>Writing:</b> spell by segmenting into phonemes; learn new ways of spelling phonemes and some common homophones; spell common 'exception' words and more contractions; use the singular possessive apostrophe; distinguish between homophones and near-homophones; add suffixes to spell longer words;; write simple dictated sentences; use letters and spaces of appropriate size; start using pre-joining strokes; write in different genres for different purposes; plan ideas for writing; record ideas sentences by sentences; make simple additions and changes after proof-reading; in own writing use sentences with different forms, expanded noun phrases, present and past tense correctly, subordination, co-ordination and some features of written Standard English; learn and apply spelling rules in Appendix 1; learn and use grammar rules in Appendix 2</p>	



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	<p><b>Spoken Language:</b> listen and respond appropriately; ask relevant questions; build vocabulary; articulate and justify own ideas; describe, explain and narrate for different purposes; express feelings; participate actively in conversations; speculate, hypothesise and explore ideas; speak clearly and fluently in Standard English; take part in discussions, presentations, performances, role-play, improvisations and debates; keep listeners interested; explore different viewpoints; communicate effectively using appropriate register</p>
<h3>Maths</h3>	<p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>☑count in steps of 2, and 5 from 0, and in tens from any number, forwards or backwards</li> <li>☑recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>☑identify, represent and estimate numbers using different representations, including the number line</li> <li>☑read and write numbers to at least 100 in numerals and in words</li> <li>☑use place value and number facts to solve problems.</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>☑recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>☑add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>☑choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( ° C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> <li>☑compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> </ul> <p><b>Geometry (Shape)</b></p> <ul style="list-style-type: none"> <li>☑identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>☑compare and sort common 2-D and 3-D shapes and everyday objects.</li> <li>☑identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces ☑☑</li> <li>☑identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]</li> </ul> <p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>☑recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>☑calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs</li> <li style="padding-left: 40px;">☑show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>☑solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> </ul> <p><b>Problem Solving</b></p> <ul style="list-style-type: none"> <li>☑Recognise and explain patterns and relationships</li> <li>☑Generalise and predict</li> <li>☑Develop a system for finding all possibilities</li> <li>☑Record all possibilities in a systematic and methodical way</li> </ul>
	<p><b>Mental Calculations</b></p> <ul style="list-style-type: none"> <li>☑Know by heart all pairs of multiples of 10 that total 100</li> <li>☑Derive quickly these addition doubles for 1 + 1 to 15 + 15, and doubles of multiples of 5 from 5 + 5 to 50 + 50,</li> <li>☑Identify near doubles for numbers less than 10</li> </ul>
<h3>Science</h3>	<p><u>All living things and their habitats.</u> Explore and compare the differences between things that are living, dead, and things that have never been alive.</p>



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	<p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p><u>Animals including humans.</u></p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival.</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>
<p><b>Science Investigation</b></p>	<p>Are the oldest children in the class always the tallest?</p> <p>Which plants do snails like to eat?</p>
<p><b>Computing</b></p>	<p><b>Learning to be creators:</b></p> <p>LO- to understand that technology can be used to communicate ideas: discuss emails, texts, phones, radio etc (<i>Sharing information</i>) (C)</p> <p><b>Activities</b> - Children will write letters to Paddington. They will learn how to send an email, write an email and will learn how to reply.</p> <p>Recognise that some forms of communication are better than others: Questions/Answers – use Branching Database link with Kings and Queens. (C)</p> <p><b>Activities</b> -Children will look at sorting by learning how to create a branching database.</p> <p>They will also look at communication, which is the best form- texting, emailing, sending a letter etc.</p> <p><b>Learning to be scientist</b></p> <p>Understand what algorithms are: using the Beebot app/Roamer world to recap being able to use full directional language. (CS)<b>Activities</b> - Children will look at using the correct language when using the Beebots. Understand the need for accuracy when giving or following instructions: using Textease Turtle to control it around a map of London? (CS)</p> <p><b>Activities:</b> Children will work in partners to control the Beebot around London. They will also look at what happens when we give the Beetbot the wrong</p>
<p><b>History</b></p>	<p><b>Use artefacts, pictures, stories, online sources and databases to find out about the past. Describe historical events. Focus on the Great Fire of London, how it started and its impact upon London.</b></p> <p><b>Describe significant people from the past. Examine Samuel Pepy's diary and also focus on The gunpowder Plot and Guy Fawkes. Label time lines with words or phrases such as: past, present, older and newer. Use dates where appropriate. Place members of the Royal family on a timeline. Order the events of The Great Fire of London. Identify some of the different ways the past has been represented Look at Samuel Pepy's diary and how it has been used by historians. Show an understanding of the concept of nation and a nation's history. Focus on the Royal family and the monarchy. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. Examine the Houses of Parliament and teach what happens there. Teach this also in relation to the Gunpowder Plot.</b></p>
<p><b>Geography</b></p>	<p style="text-align: center;"><b>Paddington's London Adventure</b></p> <p><b>Name, locate and identify characteristics of the capital city London.</b> Locate the city of London on a map.</p> <p>Asking or answering questions about London. What is this place like? What will I see in this place? (London landmarks) What do people do in this place?</p> <p>Compare the city of London to a rural area of London. <b>Identify similarities and differences between the city of London and a rural area of London.</b></p> <p><b>Use aerial images to recognise the London landmarks.</b> Consider physical features of London e.g. the river Thames.</p> <p><b>Use basic geographical vocabulary to describe physical and human features of London.</b></p> <p><b>Devise a simple map of London to show the landmarks located there. To construct basic symbols in a key and record on the map.</b></p>



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Art and Design	<ul style="list-style-type: none"> <li>Develop skills in using colour, texture, line, shape, form and space when drawing a royal portrait.</li> <li>Show different tones using coloured pencils and to use lines of different size and thickness. To look at the shapes of the London skyline and to incorporate these in their own silhouette pictures.</li> <li>Combine a range of materials to create textures in a class collage of a famous London landmark. To sort and arrange materials.</li> </ul>	
Design and Technology	<ul style="list-style-type: none"> <li>Design a landmark with a clear purpose. To refine the design whilst making a landmark. To measure materials to the nearest centimetre and to cut and join materials using a range of techniques. L.O. To cut materials safely using tools provided.</li> <li>Design and make crowns using a range of construction materials. To use materials to drill, screw, glue and nail materials to make and strengthen the palace.</li> <li>Evaluate and refine ideas throughout the making process.</li> </ul>	
PE	<p><b>GYMNASTICS:</b> Copy and remember basic actions (travelling, balance and different directions). Rolling forwards, backwards and sideways. Stretch and curl. <i>Different ways they can travel when visiting the different landmarks. Make links to text – how will the characters travel around London?</i></p>	
	<p><b>Swimming termly:</b> swim unaided up to 25 metres and use one basic stroke</p>	
Music	<p>To perform Follow instructions of how and when to sing or play an instrument. Take part in singing accurately following the melody.</p> <p><b>To Compose</b> Create a mixture of sounds. Choose sounds to create an effect.</p> <p><b>To describe music</b> Recognise changes in timbre and dynamics.</p> <p><b>To Transcribe</b> Use symbols to represent a composition and use them to help with performance.</p> <p>Chn will identify sounds of the city, they will create their own sounds and symbols to compose their own city piece. Chn will learn the national anthem and discuss the history of this. Chn will also sing traditional songs and sing in rounds and change the temp and dynamics. Chn will learn songs for the Harvest Festival and for their Christmas Play.</p>	
RE	<p><b>Caring for the natural world</b> Explore stories from religious traditions and find out about attitudes to the natural world</p>	<p><b>Valuing new life</b> Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression</p>
PHSRE	<ul style="list-style-type: none"> <li>Through the topic of Paddington we will recognise and discuss what we like and dislike, how to make real informed choices that improve our physical and emotional health, to recognise that choices can have good and not so good consequences.</li> <li>Linked to safety in London and Britain we will look at the rules for and ways of keeping physically and emotionally safe (road / cycle safety and safety in the environment).</li> <li>Throughout group work we will learnt to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</li> <li>We will look at British money and learn that money comes from different sources and can be used for different purposes. This will include identifying the role money plays in our lives including how to manage money, keep it safe, choices about spending money and what influences those choices.</li> </ul>	



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<p>Special Visits/Visitors</p>	<ul style="list-style-type: none"><li>• Visit to London./Ford Green Hall</li><li>• Visit to Regent Theatre</li><li>• Visit from a Minster for a mock Christening.</li><li>• Parental engagement activity- design and make a crown.</li></ul>
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