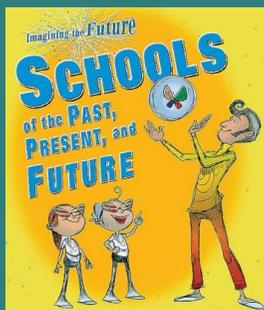




## YEAR 2

### CURRICULUM LEAFLET

#### DISCOVER—AUTUMN 1



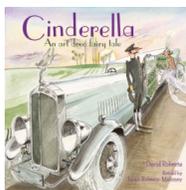
## READING/ POETRY

### Reading:

For pupils who have finished Phonics, they will begin to read *Cinderella: An Art Deco Fairy Tale* by Lynn Roberts-Maloney and David Roberts in Destination Reader. Pupils will be introduced to key strategies for reading, such as Predicting, Summarising, Clarifying, Inferencing, evaluating and making connections.

### Poetry:

Children will begin to recite the following poems: *A Minor Bird* by Robert Frost



## WRITING

This half term, children use three different versions of Goldilocks for three different, but connected writing outcomes.

Pupils will also study the text *Jim and the Beanstalk* by Raymond Briggs. Children first discover a beanstalk and footprint in the classroom and use this to engage with and learn the story and retell it to one another. Children then use their knowledge of the sequel to initially innovate and then create their own sequel to another well-known fairy-tale.



## MATHS

### Review Prior Learning:

- Count within 100, forwards and backwards, starting with any number.
- Comparing numbers to 20 using < > and =
- Develop fluency in addition and subtraction facts within 10.

### New Learning:

- Numbers within 100 Addition and Subtraction of 2 - digit numbers,
- Worded problems (+/-)



## RE/ PSHE

### RE: Why do we need to give thanks?

We will be learning about beliefs around using offerings to show gratitude.



### PSHE:

Introduction: Setting ground rules for RSE & PSHE lessons, Wellbeing



## PE

In Year 2, we will have weekly PE lessons twice a week on *Thursday and Friday*.

This term students will be learning about fitness and developing their team building skills.

Please ensure children wear their PE kits on those days.



## COMPUTING

### Online Safety

We will be learning about online safety, including: what happens to information when it is posted online; how to keep things safe and private online; who we should ask before sharing things online; describing different ways to ask for, give, or deny permission.



## ART/ DT

### Art : Drawing: Tell a story

Using storybook illustration as a stimulus, children develop their mark-making to explore a wider range of tools and experiment with creating texture to add detail to drawings.

### DT: Food: A balanced diet

Through their exploration of what makes a balanced diet, children taste test food combinations of different food groups. They will also aim to make a wrap that includes a healthy mix of protein, vegetables and dairy, and learn about the term 'hidden sugars'.



PRIOR KNOWLEDGE

Previously in Year 1:

- **Comparing Animals**—Comparing and grouping animals based on similarities and differences in their characteristics, physical features and diets.

NEW KNOWLEDGE

What is a habitat?

- A habitat is a place where plants and animals live.



KEY VOCABULARY

alive	A living thing
dead	Something that was once alive
predator	An animal that kills and eats other animals
habitat	Where something lives

FUTURE KNOWLEDGE

Later in Year 4:

- **Classification and Changing Habitats**- Grouping and classifying living things and exploring habitat changes.

Later in Year 5:

- **Life Cycles and Reproduction**- Exploring the life cycles of plants and animals and the life process of reproduction.

Later in Year 6:

- **Evolution and Inheritance**- Exploring variation and inheritance in different living things.

mammal	<b>An animal that feeds its babies on milk from its body</b>
prey	Something that is killed and eaten by other animals
food chain	A sequence of living things in which each group eats the group before it





PRIOR KNOWLEDGE

Previously in Year 1:

- **How have toys changed**—Understanding the changes over time by looking at toys both from the past and present.

FUTURE KNOWLEDGE

Later in Year 5

- **What life was like in Tudor England:** Identify primary sources, highlighting evidence in a source and make historical deductions from evidence.



NEW KNOWLEDGE

- ✓ To know a decade is ten years.
- ✓ To know that beyond living memory is more than 100 years ago.
- ✓ To know that daily life has changed over time but that there are some similarities to life today.
- ✓ To know that changes may come about because of improvements in technology.
- ✓ To know that there are explanations for similarities and differences between children's lives now and in the past.



KEY SKILLS

- Sequencing up to six photographs, focusing on the intervals between events
- Knowing where people/events studied fit into a chronological framework
- Recognising some things which have changed/stayed the same as the past
- Identifying simple reasons for changes.

KEY VOCABULARY

<b>Past</b>	Events that have already happened
<b>Present</b>	Events that are going to happen
<b>School</b>	A place where children go to learn
<b>Evidence</b>	A piece of proof that shows something is true
<b>Decade</b>	A time period of 10 years
<b>Source</b>	Something that comes from a time being studied or from a person who was involved in the events being studied