

Maths

Number and place value

- Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- Compare and order numbers from 0 up to 100; use <, > and = signs
- Identify, represent and estimate numbers using different representations, including the number line
- Partition two-digit numbers into different combinations of tens and ones using apparatus if needed e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones

Addition and Subtraction

- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens
- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers
- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including adding three one-digit numbers
- Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100

Measurement: Money

- Recognise and use symbols for pounds (£) and

- pence (p); combine amounts to make a particular value
- Find different combinations of coins that equal the same amounts of money
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

Multiplication and Division

- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs
- Solve problems involving multiplication and division, using arrays, repeated addition and multiplication and division facts, including problems in contexts e.g. knowing that $2 \times 7 = 14$ and $2 \times 8 = 16$, explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left



Year 2 Autumn 2

Trips and Events

N/A

English

Writing genres

Narrative – story openings
Information texts

Cross curricular Writing

Recounts
Non-chronological reports

GPS

Prepositions
Description
Past/present tense
Basic sentence structure

Science

Changing Materials

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
- Suggest why a material might or might not be used for a specific job.

Working Scientifically

- Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum.
- Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns.
- Identify, group and classify.
- Perform simple comparative tests.
- Gather and record data to help in answering questions including from secondary sources of information.
- Use simple equipment to observe closely including changes over time.

Key Texts



History

How is Remembrance Day celebrated in the UK?

- events beyond living memory that are significant nationally or globally,
- significant historical events, people and places in their own locality
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- Show an awareness of the past, using common words and phrases relating to the passing of time.
- Record what they have learned by talking, drawing and writing. Use drama, story and role play to display knowledge
- Speak about how they have found out about the past. Compare two versions of the same past event. Discuss how reliable a source may be

Geography

Villages, Towns & Cities

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.
- Ask and answer simple geographical questions
- Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.
- Use aerial images 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.
- Use basic geographical vocabulary to refer to:
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- Begin to know some human and physical features of a familiar place

MFL
N/A

Music

Tempo, Dynamics & Timbre

- To know that music has a steady pulse, like a heartbeat.
- Learn about voices, singing notes of different pitches (high and low).
- Know the names of untuned percussion instruments played in class.
- Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).

PE

Multi-skills

- Throw under and over arm.
- To throw a ball for distance
- To catch a variety of objects with one or two hands.
- To kick a ball with accuracy
- Begin to dribble with control
- To use hand-eye coordination to control a ball on a bat.
- To practise ABC (agility, balance and coordination) at circuit stations.

An additional fitness session will form part of the PE curriculum this half term.

RE

The Nativity

- Give examples of how stories show what people believe (e.g. the meaning behind a festival)
- Identify some core beliefs and some concepts studied and give a simple description of what they mean.
- Give clear, simple accounts of what stories and other texts mean to believers.
- Think, talk and ask questions about whether the ideas they have been studying mean something to them.

Art

Remembrance- Scarlett Raven

- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

PSHE

Being me in my world

- To be able to express their own feelings
- To respond to the feelings and wishes of others
- To be confident to talk to others about own needs, wants, interests and opinions
- To be confident to try new things.
- What makes them happy
- Emotions

Celebrating Differences

- Understanding difference
- Being equal

DT

Sewing- Creating Christmas decorations

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Computing

Computer Art

- To use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of using a computer program to recreate an artistic style.
- Using a computer: To use technology purposefully to create, design, manipulate, retrieve digital content
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.