

History

Pupils will learn about the lives of significant individuals in Britain's past who have contributed to our nation's achievements.

In their lessons, they will learn the following:

- What would we need to take with us on a voyage of discovery?
- Who was Christopher Columbus and why do we talk about him today?
- What would it be like to be a spaceman?
- Who do you know that's famous and what can you find about them?
- Why would Christopher Columbus's voyages have been very dangerous?
- How did Christopher Columbus and Neil Armstrong make our world a better place?

Reflection: What would you like to become famous for and why?

Design Technology

Pupils will be designing and making their own boats like Christopher Columbus sailed in. They will be taught to: select from and use a wide range of materials and components according to their characteristics.

- What materials are real boats made from?
- What materials could we use to make the hull of our model boats?
- How will we keep our boats upright in the water?
- Can we design a mast and sail and what materials could we use to make them?
- Do our finished boats work and how can we improve them?

Reflection: Which materials are best for each part of our boats and why?

Year 2

Autumn 1 Curriculum Map

Big Learning Question (Theme):
Why were Christopher Columbus and Neil Armstrong brave people?

Links to Our School Values & The British Values?

Pupils will be learning about **mutual respect** for **tolerance** of those with different faiths and beliefs and for those without faith through their RE lessons and circle time activities.

They will also learn about **democracy** through School Council elections & **the rule of law** when learning & embedding the school rules.

Save The Dates!



Day: An alien appears in Linden class - where did it come from?



**Finish: Topic assembly
Wednesday 17th October**

**Trip: A trip to the science museum
Wednesday 10th October**

English

Learning will be based on our Main Text:



Man on the moon by Simon Bartram

Linked to our big learning question/theme, pupils will meet a man who travels to the moon everyday as part of his job. They will learn about how he keeps the moon clean and how he teaches tourists all about the moon. Funny enough, he never seems to meet any aliens!

Writing outcomes:

- Postcard
- instructions
- Story writing
- Book reviews

Reading:

As well as reading the man on the moon, pupils will enjoy daily class reader time listening and learning about the adventures of Mr Majeca. They will also be focusing daily on reading skills such as inference, prediction, retrieval, decoding, fluency etc. this will be done through their daily 'Reading to Learn' slot. Pupils will be learning different ways to learn & understand new vocabulary.

Spellings test day:

Spellings will be given out on Friday & pupils will also be tested on **Friday**.

Maths

Number & Place Value Solving Problems & Reasoning

Pupils will be learning to:

- **Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.**
- Read and write numbers to at least 100 in numerals and in words.
- **Compare and order numbers from 0 up to 100: use <, > and = signs.**
- *Recall and use addition and subtraction facts to 20 and 100: **fluently up to 20;***
- *Solve problems with addition and subtraction: **Using concrete objects and pictorial representations, including those involving numbers, quantities and measures;***
- *Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones;*
- *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;*

Please note that objectives that are in **bold and underlined** are known as **Key Performance Indicators (KPIs)**. These must be achieved by the end of the year for your child to be **working at Year 2 standards**. Therefore, it is important that any home learning should work on consolidating these.

Please speak to your child's teacher if you would like any support with this.

Science

What is your school made of?

By the end of this unit, all pupils should be able to:

- Distinguish between an object and the materials from which it is made from.
- Identify and name a range of everyday materials (wood, plastic, metal, water, rock, paper and glass).
- Describe the simple physical properties of a variety of everyday materials.
- Compare and classify a variety of material based on simple physical properties.

Some pupils will be able to (challenging):

- Describe the properties of different materials using words like, transparent or opaque, flexible etc.
- Sort materials into groups and say why they have sorted the that way.
- Say which materials are natural and which are man made.

Religious Education

How do Christians, Jews & Muslims say 'thank you' to God for the natural world?

By the end of this unit, pupils will be taught to:

Name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.

In their lessons, they will learn the following:

- When do we say 'thank you' and why?
- Where does our food and water come from?
- Why do many Christians celebrate Harvest Festival?
- What happens at Sukkot and what is a Sukkah?
- Why do many Muslims believe that Allah has made them guardians of creation? How do we share with others? natural world?

Computing

Pupils will be learning about:

- **Digital Literacy:** E-Safety (How to stay safe online & when using technology) - with a focus on 'respecting others' online.
- **Computer Science:** Movement, drawing & debugging (finding & fixing mistakes).
- **Cross-curricular information technology (using IT to research our topics):** researching the moon and Neil Armstrong using Google Safe Search, using the keyboard and mouse accurately on Paint when drawing Neil Armstrong and characters from the man on the moon.

PSHE

Health & Wellbeing

Overarching aims of this terms theme:

- A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet)
- Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
- Identity (personal qualities, attitudes, skills, attributes and achievements *and what influences these*)
- Diversity and equality (in all its forms)
- Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings)
- Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)

During their lessons, pupils will learn how:

- To set a goal
- To identify healthy and unhealthy foods
- To explain what a healthy snack is
- To name the 5 food groups
- To identify foods within each of the food groups
- To understand the importance of eating fruit and vegetables
- To explain how to stay safe around harmful substances
- To identify the risks associated with smoking
- To explain what parliament is and why it is important (**Linked to School Council Elections**)
- To identify different types of bullying and explain what to do if they are being/witness bullying (**Linked to Anti-Bullying week**)
- To explain what conflict is and ways of resolving conflict

Physical Education

Pupils will learn to:

- Develop a range of basic skills, actions and ideas.
- Remember and repeat simple skills and actions with increasing control, showing Agility, Balance and Coordination.
- Choose and identify skills and actions and apply these in isolation and combination.
- Observe, copy and describe what they have learnt, suggesting how to improve.



Home Learning

Pupils are expected to read at home every night.

Reading record books will be **sent home every day for parents to write in.**

Please ensure you write a comment in your child's Reading Record after listening to them read. If you would like any support with what to write, please speak to your child's class teacher.

PE kits must be in school on **Mondays** and will be sent home on **Fridays.**

Music

'Long and Short Sounds'

Pupils will:

- Explore differences between long and short sounds.
- Use their voices to sing songs and identify sounds of varying length.
- Learn how to notate different length sounds for others to comprehend and perform from.
- Explore a range of percussion instruments to discover whether they create long or short sounds.