



# Curriculum Planner

**Term: Autumn 1**

**Year: 2**

*'We create a nurturing environment, which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'*

Church school value of the term:	British value of the term:
Truth	Democracy

<b>Dream big</b> High academic ambition High expectations Career aspirations The world is your oyster!	<b>Love God</b> Church School Values Christian Distinctiveness Social, Moral, Spiritual, Cultural Caring for our environment	<b>Live well</b> Healthy lifestyles Emotional wellbeing Staying safe Healthy Relationships
<ul style="list-style-type: none"> <li>Vocabulary focus linked to: The Great Fire of London; Animals including humans</li> <li>Thankfulness with post learning activities</li> <li>Using the new school library</li> <li>Class read: 'The Gruffalo, Emily Brown and the Thing, Avacado baby'</li> <li>Global learning</li> <li>Career aspirations poster</li> <li>Whole class story; texts above what they can read independently.</li> </ul>	<ul style="list-style-type: none"> <li>Truth – Collective worship focus</li> <li>Class collective worship book</li> <li>Class reflection area</li> <li>Outdoor relaxation zone</li> <li>Class plants- link to science topic Plants</li> <li>Visits to the peace garden</li> <li>Collective worship visitors</li> <li>Pupil led prayer in collective worship</li> <li>Providing regular food and water for birds and plants outdoors</li> </ul>	<ul style="list-style-type: none"> <li>Online safety</li> <li>Classroom routines and behaviour</li> <li>Class charter</li> <li>PSHE/RSE links to worries, family and we are all equal</li> <li>Golden Mile</li> <li>Daily fruit at snack time</li> <li>PSHE links to healthy lives and healthy minds</li> <li>LCC Y2 Friendship and emotions workshop</li> </ul>

<p style="text-align: center;"><b><u>English</u></b></p> <ul style="list-style-type: none"> <li>• Get Writing - RWI</li> <li>• Capital letters, full stops, exclamation marks and question marks.</li> <li>• Talking about the sequence of events in a story</li> <li>• Writing character descriptions</li> <li>• Writing setting descriptions</li> </ul>	<p style="text-align: center;"><b><u>Mathematics</u></b></p> <p style="text-align: center;"><b>Place value:</b></p> <ul style="list-style-type: none"> <li>• Read and write numbers to 100</li> <li>• Partition numbers to 100</li> <li>• Estimate numbers on a number line</li> <li>• Order objects and numbers</li> <li>• Count in 2s, 5s, 10s, 3s</li> </ul> <p style="text-align: center;"><b>Addition and subtraction:</b></p> <ul style="list-style-type: none"> <li>• Number bonds to 10 and 100</li> <li>• Add by making 10</li> <li>• Add three 1-digit numbers</li> <li>• Add and subtract 2-digit numbers</li> </ul>	<p style="text-align: center;"><b><u>Science</u></b></p> <ul style="list-style-type: none"> <li>• Explore the basic needs of animals and humans</li> <li>• Sort food types and understand eating healthily.</li> <li>• Evaluate a food diary and understand healthy choices.</li> <li>• Compare an adult to its offspring</li> <li>• Sequence human growth</li> <li>• Describe the life cycle of an animal and compare it to a humans</li> <li>• Understand the human need for hygiene and exercise.</li> <li>• <b>Working scientifically:</b></li> <li>• Asking questions</li> <li>• Using observations to compare and contrast</li> <li>• Identify and classify animals</li> <li>• Observe over time</li> <li>• Gather and record data</li> </ul>
<p style="text-align: center;"><b><u>Religious Education</u></b></p> <p style="text-align: center;"><b>Thankfulness:</b></p> <ul style="list-style-type: none"> <li>• Why do religious people think it is important to say thank you?</li> <li>• Christianity- Holy Communion and Harvest Festival</li> </ul>	<p style="text-align: center;"><b><u>History</u></b></p> <p style="text-align: center;"><b>The Great Fire of London:</b></p> <ul style="list-style-type: none"> <li>• Find out some of the ways in which London has changed.</li> <li>• Find out how the Great Fire of London Spread</li> <li>• Understand how we know about the Great Fire of London</li> <li>• Consider and understand what it would be like to have been in London during the fire.</li> <li>• Use knowledge of the fire to write a diary entry from London in 1666.</li> <li>• Explain the impact the fire had and how it</li> </ul>	<p style="text-align: center;"><b><u>Physical Education</u></b></p> <p><b>Gymnastics-</b></p> <ul style="list-style-type: none"> <li>• To combine balance, rolling, jumping, rocking and spinning to create a floor sequence.</li> <li>• To create power in a variety of different jumps</li> <li>• To smoothly link actions</li> <li>• To show flexibility in shapes</li> <li>• To travel at different speeds</li> <li>• To perform and judge a sequence of between 4 and 6 elements.</li> </ul>

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<p><b><u>Design Technology</u></b> <b>Mechanisms:</b></p> <p>Sliders and levers – making a moving picture</p> <ul style="list-style-type: none"> <li>• Recognise different types of movement within simple moving objects</li> <li>• Measure and mark out accurately</li> <li>• to use tools for cutting safely and effectively</li> <li>• Experiment using temporary fixings</li> <li>• to test out their design ideas before proceeding</li> <li>• Test the mechanisms and make adjustments where necessary</li> <li>• evaluate the product and seek evaluation from others</li> </ul>	<p><b><u>Music</u></b> <b>Charanga</b></p> <p>Hands, Feet, Heart</p> <ul style="list-style-type: none"> <li>• Dimensions of music (pulse, rhythm, pitch)</li> <li>• Singing</li> <li>• Playing instruments</li> <li>• Improvise and compose</li> </ul>	<p><b><u>PSHE/RSE</u></b></p> <ul style="list-style-type: none"> <li>• Introduction of British Value- Democracy Exploring Feelings</li> <li>• ‘Keeping Healthy (Physically and Mental Wellbeing)’ <ul style="list-style-type: none"> <li>• ‘Community’</li> </ul> </li> <li>• ‘Keeping Safe -Exploring First Aid’ <ul style="list-style-type: none"> <li>• Our Class Family</li> </ul> </li> <li>• Ourselves growing and changing</li> </ul>
<p><b><u>Computing</u></b> <b>Online safety</b></p> <ul style="list-style-type: none"> <li>• Use technology safely and respectfully, keeping personal information private.</li> <li>• Identity where to go for help and support when they have concerns about content or contact on the internet or other online technologies, this should include the discussion of Radicalisation.</li> </ul> <p><b>Making Music</b></p> <ul style="list-style-type: none"> <li>• Use technology purposely to create, organise, store, manipulate and retrieve digital content.</li> </ul>	<p><b><u>Language of the Moment</u></b></p> <ul style="list-style-type: none"> <li>• Daily register greeting</li> <li>• Celebrating the diversity of language in the classroom</li> </ul>	<p><b><u>Visits and visitors:</u></b></p> <ul style="list-style-type: none"> <li>• Virtual trip around London. Where did the great fire start?</li> <li>• LCC feelings and emotions workshop (September 9<sup>th</sup>)</li> </ul>

### SMSC

#### **Spiritual development**

Exploring different religions and why we give thanks; linking to everyday experiences

Use of Peace Garden and outdoor areas for Class Worship and reflection.

#### **Moral development**

Caring for one another and supporting each other's choices through self-reflection and group discussion. Exploring the meaning of all British Values and their importance in our lives. Celebrated daily within our collective Worship.

Truth- Collective worship

#### **Social development**

Welcoming everyone into a new class, supporting each other making friends.

We all make different choices about where to find peace because we are all individual and unique.

Accepting the ways others allows us to find peace within ourselves.

#### **Cultural development**

As global citizens we understand that we have the right to make our own choices about how we choose to live our lives and reflect on religion. Our diverse school community supports our acceptance of others and our willingness to be supportive within our school and wider community.

Global class reader text and First News used for class worship.

Artist and Composer of the Month

### **Cultural Capital:**

- Daily Class reader and books linked to diversity.
- Cool down station/reflection area in the outdoor classroom.
- LCC after school sports club
- Culturally diverse class readers
- Healthy choices: school meals, fruit snack
- Gardening- caring for the plants in the outdoor area.

### **Parental engagement:**

- Encourage children and parents to send books in home languages into school to share with the rest of the class – this links to our focus on reading.
- Posting images online with Facebook and school website relating to current learning
- Bedtime story weekly shared on website and Facebook.
- Homework
- Year Ahead Meetings