



Curriculum Map: Year 2, Autumn 2

Educational Visits (where appropriate):

Subject	Unit: Destination Question and Key Learning	Key vocabulary	Home learning																														
Maths	<p>If your child receives alternative provision for Maths, you will receive a more appropriate and individualised summary.</p> <p>Addition and Subtraction of two digit numbers:</p> <ul style="list-style-type: none"> ▪ Pupils add and subtract one to and from a two-digit number. ▪ Pupils add and subtract one to and from a two-digit number that crosses a tens boundary. ▪ Pupils add and subtract one from any two-digit number. ▪ Pupils use number facts to add a single-digit number to a two-digit number. ▪ Pupils use number facts to subtract a single-digit number from a two-digit number ▪ Pupils use a part-part-whole model to represent addition and subtraction ▪ Pupils use number bonds to ten to add a single-digit number to a two-digit number ▪ Pupils use number bonds to ten to subtract a single-digit number from a two-digit number ▪ Pupils use knowledge of ‘make ten’ to add a one-digit number to a two-digit number ▪ Pupils use knowledge of ‘make ten’ to subtract a multiple of ten or a single-digit from a two-digit number ▪ Pupils solve problems using knowledge of addition and subtraction ▪ Pupils find ten more or ten less than a two-digit number ▪ Pupils add and subtract ten to/from a two-digit number ▪ Pupils explain the patterns when adding and subtracting ten ▪ Pupils use knowledge of adding and subtracting ten to solve problems ▪ Pupils use number facts to add/ subtract a multiple of ten from a two-digit number 	<table border="0"> <tr><td>Tens</td><td>unitising</td></tr> <tr><td>Ones</td><td>number line</td></tr> <tr><td>Multiples</td><td>compare</td></tr> <tr><td>Count</td><td>addend</td></tr> <tr><td>More/ greater</td><td>first</td></tr> <tr><td>Less/ fewer</td><td>then</td></tr> <tr><td>Add</td><td>now</td></tr> <tr><td>Subtract</td><td>total</td></tr> <tr><td>Partition</td><td>calculate</td></tr> <tr><td>Numeral</td><td>difference</td></tr> <tr><td>Part</td><td>consecutive</td></tr> <tr><td>Whole</td><td>numbers</td></tr> <tr><td>Digit</td><td>factor</td></tr> <tr><td>Equal</td><td>doubling</td></tr> <tr><td>Equation</td><td>halving</td></tr> </table>	Tens	unitising	Ones	number line	Multiples	compare	Count	addend	More/ greater	first	Less/ fewer	then	Add	now	Subtract	total	Partition	calculate	Numeral	difference	Part	consecutive	Whole	numbers	Digit	factor	Equal	doubling	Equation	halving	<p>Manipulatives - MathsBot.com</p> <p>Maths - Topmarks Search</p> <p>Times Tables Rock Stars – Times Tables Rock Stars (trockstars.com)</p> <p>NumBots Motivational maths practice for schools and families.</p> <p>KS1 Maths free game - Karate Cats - Primary school times tables, division, shapes, fractions - BBC Bitesize</p>
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	<ul style="list-style-type: none">▪ Pupils partition a two-digit number into parts in different ways (two and three parts) <p>Fluently add and subtract within 10</p> <ul style="list-style-type: none">• Demonstrate fluency of addition and subtraction within 10.• Practise addition and subtraction strategies as required. <p>Introduction to Multiplication</p> <ul style="list-style-type: none">▪ Pupils explain that objects can be grouped in different ways and describe groupings.▪ Pupils represent equal groups as repeated addition and multiplication▪ Pupils explain and represent multiplication when a group contains zero or one items▪ Pupils identify and explain each part of a multiplication equation▪ Pupils use knowledge of multiplication to calculate the product▪ Pupils represent the two, tens, five times table in different ways and use the knowledge to solve problems.▪ Pupils explain that factor pairs can be written in any order▪ Pupils explain the relationship between adjacent multiples of ten and five▪ Pupils explain how a factor of zero or one affect the product▪ Pupils explain how halving and doubling are related, double and halve two-digit numbers, using knowledge of doubling and halving to solve problems.		
English	<p>If your child receives alternative provision for English, you will receive a more appropriate and individualised summary.</p> <p>Text: Mr Big Focus: Character description</p> <ul style="list-style-type: none">▪ Writing a descriptive sentence, using adjectives to describe.▪ Adding a suffix and/or prefix to root words.▪ Building a power of three, descriptive sentence.▪ Understanding and identifying nouns, verbs and adjectives.▪ Writing expanded noun phrases	character describe capital letter full stop adjective noun: object, thing, place, idea verb noun phrases	Year 2 Prefixes and suffixes - Year 2 English - BBC Bitesize How are commas used in a list? - BBC Bitesize How to use question marks - BBC Bitesize How to use an exclamation mark - BBC Bitesize



<p>Science</p>	<p>Living Things; Microhabitats Pupils will learn to:</p> <ul style="list-style-type: none"> ▪ Identify and name a variety of plants and animals. ▪ Recall that minibeasts live in microhabitats. ▪ Describe microhabitats and their conditions. ▪ Describe how microhabitats provide for the basic needs of animals and plants. ▪ Describe the job role of a botanist. <p>When working scientifically, pupils will learn to:</p> <ul style="list-style-type: none"> ▪ Group minibeasts and create simple classification keys. ▪ Ask questions and recognise that they can be answered in different ways. ▪ Gather and record data and use it to answer questions. ▪ Plan what observations to make in an experiment. ▪ Order the steps of a method. ▪ Describe the appearance of flowering plants. ▪ Use an identification chart to name flowering plants. 	<p>food chain microhabitat minibeast research results test</p>	<p>Minibeast Spotter - CBeebies (bbc.co.uk) games.abc.net.au/education/minibeasts/index.html What are minibeasts? - BBC Bitesize What is a food chain? - BBC Bitesize</p>
<p>RE</p>	<p>Christianity (Christmas) RE day Why is giving important to Christians?</p>	<p>Christmas Jesus God</p>	<p>Celebrate Festival Advent</p> <p>Christmas Story - CBeebies (bbc.co.uk) Christmas - CBeebies (bbc.co.uk)</p>
<p>DT</p>	<p>Mechanisms- making a monster Pupils will learn to:</p> <ul style="list-style-type: none"> ▪ Identify the correct terms for levers, linkages and pivots. ▪ Analyse popular toys with the correct terminology. ▪ Create functional linkages that produce the desired input and output motions. ▪ Design monsters suitable for children, which satisfy most of the design criteria. ▪ Evaluate their two designs against the design criteria, using this information and the feedback of their peers to choose their best design. ▪ Select and assemble materials to create their planned monster features. ▪ Assemble the monster to their linkages without affecting their functionality. 	<p>axle design criteria input linkage mechanical output pivot wheel</p>	<p>decorate fabric fabric glue knot needle needle threader running stitch sew template thread</p>



	<p>Textiles- Pouches Pupils will learn to:</p> <ul style="list-style-type: none"> ▪ Sew a running stitch with regular-sized stitches and understand that both ends must be knotted. ▪ Prepare and cut fabric to make a pouch from a template. ▪ Use a running stitch to join the two pieces of fabric together. ▪ Decorate their pouch using the materials provided. 		
Music	<p>Charanga: Musical Spotlight: Playing in an Orchestra Playing together is a very important part of learning music. There are many ensembles, bands and groups you can play in. One of these groups is an orchestra. This unit features the orchestra - what can you learn about the orchestra? Social Question: How Does Music Teach Us About the Past? Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, Bb, B</p>	<p>Note Play Improvise Perform Orchestra Instrument</p>	<p>Beat Rhythm Long Short Tempo Fast Slow</p>
Computing	<p>Digital Photography Pupils will learn to:</p> <ul style="list-style-type: none"> ▪ Recognise that different devices can be used to capture photographs. ▪ Capture, edit and improve photos they have taken. ▪ Recognise that an image they see may not be real. 	<p>Photograph Capture Edit Delete Filter change</p>	<p>Light Dark Real Fake device</p>
PSHE	<p>Health and Wellbeing Pupils will learn to:</p> <ul style="list-style-type: none"> ▪ Use multiple colours in a diagram to show how they can feel more than one emotion at a time. ▪ Describe how they would feel in a particular situation and understand that not everyone feels the same. ▪ Understand the effect of physical activity on their body and mind. ▪ Describe energetic physical activities that they enjoy. ▪ Describe the positive effects of relaxation and know there are different ways to relax. ▪ Know how to use breathing exercises to relax. 	<p>diet exercise goal growth mindset healthy physical activity relaxation skill strengths</p>	<p>Primary PSHE teaching resources (bbc.co.uk) Health in the community KS1 Citizenship Primary - BBC Bitesize</p>



	<ul style="list-style-type: none">Recognise and describe what they are good at and what skills they would like to develop.Create a complete ladder detailing achievable steps which work towards a goal.Explain what a growth mindset is.Use strategies to stay calm during trick challenges.Explain that a healthy diet is when we eat a balance of the right foods, describing some consequences that may arise from poor diet choices.State what ingredients they can see on a dish and compare them with the food pyramid.Understand what helps to keep teeth healthy.		
History	<p>How was school different in the past?</p> <p>Pupils will learn to:</p> <ul style="list-style-type: none">Correctly order and date four photographs on a timeline and add some dates.Ask one question about schools in the past.Make one comparison between schools in the past and present.Use sources to research and develop an understanding of what schools were like 100 years ago.Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences.Recognise two similarities and two differences between schools now and schools in the past.State whether they would have preferred to go to school in the past or not and explain why.	<p>Past Timeline Date Different Decade Present Important Similar Modern Living memory Evidence source Beyond living memory preferred</p>	<p>How have schools changed? - BBC Bitesize</p>