

Year 2 – Miss Leverage  
Curriculum Overview  
Second Half of the Autumn Term 2024–2025

<b><u>English</u></b>	<b><u>Mathematics</u></b>	<b><u>Topic</u></b>	<b><u>Science</u></b>
<p><b>Narrative: Traditional Tales</b></p> <ul style="list-style-type: none"> <li>• Explore common themes and characters in traditional tales.</li> <li>• Using illustrations to gather inferences and make deductions about character thoughts, feelings and actions</li> <li>• Writing in role using inferences and events from a text.</li> <li>• To develop creative responses to the text through drama and story-telling.</li> <li>• To describe a setting using descriptive language.</li> <li>• To write in role as the main character.</li> <li>• To show their ideas as a storyboard.</li> <li>• To show empathy for characters.</li> <li>• To use their storyboard ideas to write a narrative</li> </ul>	<p><b>Number – Place Value</b></p> <ul style="list-style-type: none"> <li>• Recognise the place value of each digit in a two-digit number</li> <li>• Read and write numbers to at least 100 in numerals and in words</li> <li>• Identify, represent and estimate numbers using different representations,</li> <li>• Compare and order numbers from 0 up to 100</li> <li>• Use &lt;, &gt; and = signs</li> <li>• Use place value and number facts to solve problems</li> </ul> <p><b>Number – Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>• Recall and uses addition and subtraction facts to 20 and 100</li> <li>• Show that addition of 2 numbers can be done in any order and subtraction of one number from another cannot.</li> </ul>	<p><b>Portraits of the Queen</b></p> <ul style="list-style-type: none"> <li>• To learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines and making links to their own work</li> <li>• To use drawing and painting to develop and share their ideas, experiences and imagination</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape form and space</li> <li>• To learn about the lives of significant individuals in the past who have contributed to national and international achievements in the past</li> <li>• To use world maps, atlases and globes to identify countries and continents</li> <li>• To evaluate and analyse works of portraiture using the</li> </ul>	<p><b>Living Things</b></p> <ul style="list-style-type: none"> <li>• To explore and compare the differences between things that are living, dead, and things that have never been alive by thinking about life processes.</li> <li>• To identify and name a variety of plants and animals in their habitats, by mapping a habitat and identifying its inhabitants.</li> <li>• To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, by researching habitats and the animals that live in them.</li> <li>• To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the</li> </ul>

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<p style="text-align: center;"><b><u>Music</u></b></p> <p><b>Ho Ho Ho</b></p> <ul style="list-style-type: none"> <li>• How to listen to music.</li> <li>• To sing the song.</li> <li>• To understand the geographical origin of the music and in which era it was composed.</li> <li>• To experience and learn how to apply key musical concepts/elements, e.g. finding a pulse, clapping a rhythm, use of pitch.</li> <li>• To work together in a band/ensemble.</li> <li>• To develop creativity through improvising and composing within the song.</li> <li>• To recognise the style of the music and to understand its main style indicators.</li> <li>• To understand and use general musical vocabulary and specific vocabulary linked to the song</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and use the inverse relationship between addition and subtraction</li> <li>• Solve simple problems in a practical context</li> </ul> <p><b>Number – Multiplication &amp; Division</b></p> <ul style="list-style-type: none"> <li>• Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables,</li> <li>• Calculate mathematical statements for multiplication and division</li> <li>• Doubling and halving</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a shape and a set of objects.</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>• Compare and sequence intervals of time</li> <li>• Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face</li> </ul>	<p>language of art, craft and design</p> <ul style="list-style-type: none"> <li>• To understand that a portrait has been carefully composed to send a message about the subject to those who see it</li> <li>• To learn to compose a face, developing the relative shape and size of features</li> <li>• To develop their confidence and control when using paint and a range of painting tools</li> <li>• To understand that portraits were expensive and difficult to make and reproduce and so the subjects of portraits were often significant people</li> <li>• To understand that Elizabeth I was a significant Tudor monarch, whose reign marked a period of national growth and exploration</li> </ul>	<p>basic needs of different kinds of animals and plants, and how they depend on each other by considering the adaptations of animals, and how living things in a habitat depend on each other.</p> <ul style="list-style-type: none"> <li>• Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food by making a variety of food chains.</li> </ul>
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<p style="text-align: center;"><b>PE</b></p> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• To perform gymnastic shapes and link them together.</li> <li>• To be able to use shapes to create balances.</li> <li>• To be able to link travelling actions and balances using apparatus.</li> <li>• To demonstrate different shapes, take off and landings when performing jumps.</li> <li>• To develop rolling and sequence building.</li> <li>• To develop sequence work on apparatus.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose and use appropriate standard units to estimate and measure length, using rulers</li> <li>• Compare and order lengths using <math>&lt;</math> and <math>&gt;</math> and <math>=</math></li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>• Identify and describe the properties of 3d shapes, including the number of edges, vertices and faces.</li> <li>• Compare and sort common 3d shapes and everyday objects</li> <li>• Identify and handle 2-D shapes –read and write names for shapes.</li> <li>• Identify and describe the properties of 2d shapes, including the number of edges, vertices and faces.</li> <li>• Compare and sort common 2d shapes and everyday objects</li> </ul>	<p style="text-align: center;"><b>RSHE</b></p> <p><b>Safe Relationships</b></p> <ul style="list-style-type: none"> <li>• About the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</li> <li>• How to resist pressure to do something that feels uncomfortable or unsafe</li> <li>• How to ask for help if they feel unsafe or worried and what vocabulary to use</li> </ul> <p><b>Respecting Ourselves and Others</b></p> <ul style="list-style-type: none"> <li>• About the things they have in common with their friends, classmates, and other people</li> <li>• How friends can have both similarities and differences</li> <li>• How to play and work cooperatively in different groups and situations</li> <li>• How to share their ideas and listen to others, take part in</li> </ul>	<p style="text-align: center;"><b>RE</b></p> <p><b>What are God’s rules for living?</b></p> <ul style="list-style-type: none"> <li>• To understand that the 10 commandments came from God via Moses and that Christians use these as rules to live by.</li> <li>• To be able to describe what we might learn about God from the 10 commandments.</li> </ul> <p><b>Where is the light of Christmas?</b></p> <ul style="list-style-type: none"> <li>• To be able to explain why Christians call Jesus the ‘light of the world’.</li> <li>• To know about Christingles and what each part represents.</li> <li>• To know that in Christian art, light is used to represent holiness/ the Light of God.</li> <li>• To know that the Wise Men followed the light of the star so that they could visit the baby Jesus.</li> </ul>
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	<p><b>Statistics</b></p> <ul style="list-style-type: none"><li>• Interpret and construct simple tally charts, block diagrams and simple tables</li></ul>	<p>discussions, and give reasons for their views</p>	
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