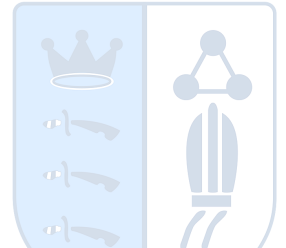
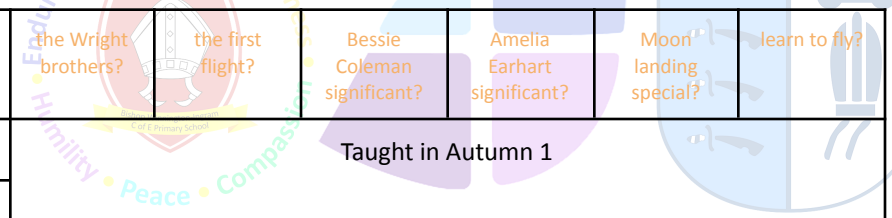


# Year 2 Curriculum Map - Autumn Term



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>English Genre and Texts</b>	<b>Narrative</b> Lion in Paris			<b>Non-chronological Report</b> Big Cats			<b>Narrative</b> My Christmas Star			<b>Letter/Postcard</b> Meerkat Christmas		
<b>Phonics</b>	Twinkl Phonics Programme Daily											
<b>Maths</b>	Place Value				Addition and Subtraction					Shape		
<b>RE</b>	<b><u>Why did Jesus teach the Lord's Prayer as the way to pray? (The Lord's Prayer)</u></b>						<b><u>Who are our schools named after? &amp; Symbol of light</u></b>					
	What is prayer?	What did Jesus mean when He said pray 'Thy kingdom come?'	What did Jesus mean when He said pray 'Give us today our daily bread?'	Do you think forgiving someone and being forgiven are important? If yes, why? If no, why not?	What did Jesus mean when He said pray 'Lead us not into temptation but deliver us from evil?'	What does the Lord's prayer mean to Christians today and how does it help them in their daily life?	Who are our schools named after?	What does Jesus mean when He says, "I am the light of the world?"	What do you think the most important symbol on the Christingle is and why?	How and why do artists use the symbol of light in their religious paintings?	Who is your guiding light?	
<b>Visits / Visitors</b>	Autumn Woodland Walk						RAF Hendon Museum Pantomime					
<b>Science</b>	<b><u>Living Things: Habitats</u></b>						<b><u>Living Things: Microhabitats</u></b>					
	To identify some of the characteristics of living things.	To recognise the difference between things that are alive, were once alive or have never been alive.	To identify plants and animals in different habitats.	To identify how a habitat provides animals and plants with what they need to survive.	To recognise how animals and plants depend on each other.	To recall how animals get their food from plants and other animals.	To classify a variety of minibeasts.	To recognise how scientists answer questions.	To recognise that living things live in habitats to which they are suited.	To ask questions and plan how to carry out an experiment.	To carry out an experiment and record data in a table.	To identify a variety of flowering plants.
<b>History</b>	Taught in Autumn 2						<b><u>How did we learn to fly?</u></b>					
							Who were	When was	Why was	Why is	Why was the	How did we

							the Wright brothers?	the first flight?	Bessie Coleman significant?	Amelia Earhart significant?	Moon landing special?	learn to fly?
<b>Geography</b>	<b>Would you prefer to live in a hot or a cold place?</b>											
	To name and locate the seven continents	To locate the North and South Poles.	To locate the Equator on a world map.	To compare the UK and Kenya.	To investigate local weather conditions	To identify key features of hot and cold places.						
<b>Art and DT</b>	<b>Structures: Baby Bear's Chair</b>						<b>Drawing: Telling a story</b>					
	To explore the concept and features of structures and the stability of different shapes.	To understand that the shape of the structure affects its strength.	To make a structure according to design criteria.	To produce a finished structure and evaluate its strength, stiffness and stability.			To develop a range of mark making techniques.	To explore and experiment with mark-making to create textures.	To develop observational drawing.	To understand how to apply expressions to illustrate a character.	To develop illustrations to tell a story.	
<b>PE</b>	<b>Attack, Defend, Shoot: Unit 1</b>						<b>Attack, Defend, Shoot: Unit 2</b>					
<b>PSHE</b>	<b>Health and Wellbeing</b>						<b>Family and Relationships</b>					
	To describe a range of feelings and develop simple strategies for managing them.	To understand the benefits of physical activity.	To use breathing exercises to relax.	To understand strengths and set achievable goals.	To identify strategies to help overcome barriers or manage difficult emotions.	To understand what it means to have a healthy diet.	To begin to understand the role of the family in their lives.	To begin to understand the range of families they may encounter now and in the future.	To recognise how others show feelings in different ways and how to respond.	To begin to understand that some friendships might make us feel unhappy and how to deal with this.	To begin to understand the conventions of courtesy and manners.	To begin to understand how loss and change can affect us.
<b>Computing</b>	<b>What is a computer?</b>						<b>Word Processing</b>					
	To recognise the parts of a computer.	To recognise how technology is controlled.	To recognise technology.	To create a design for an invention.	To understand the role of computers.		To begin to learn to touch type.	To understand how to use a word processor.	To understand how to add images to a text document.	To create a poetry book using sources from the internet.	To create a digital piece of writing.	
<b>Music</b>	<b>Call and Response: Animals</b>						<b>Instruments: Musical Storytelling</b>					
	To create	To copy a	To explore	To create	To perform different sound		To explore	To explore	To select	To suggest	To perform a composition	

	short sounds with varied dynamics that represent an animal.	short sound pattern.	call and response using instruments.	sound patterns based on call and response.	patterns with contrasting dynamics.	listening and analysing a piece of music in relation to a story.	how music and sound effects can tell a story.	appropriate sounds to match events, characters and feelings in a story.	appropriate sounds to represent parts of a story.	showing changes in tempo and dynamics.
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