



OVERCHURCH INFANT SCHOOL

YEAR TWO AUTUMN TERM CURRICULUM 2020-21

As Speakers and Listeners:

- listen and respond appropriately to adults and peers
- ask relevant questions to extend understanding, knowledge and vocabulary
- adopt a range of roles and respond to others in role

As Readers:

- read accurately by blending sounds in words, read common exception words, read aloud books at a suitable level
- explore the key texts 'The Colour Monster' 'Traction Man', 'Supertato' and 'Rosie Revere, Engineer'
- discuss understanding of books at a higher level than they can read independently
- enjoy listening to poems to celebrate National Poetry Week.
- participate in 'book talk', discussing how and why writers make choices and how links can be made between books
- engage with online and printed texts about Florence Nightingale and other historical heroes, discussing how non-fiction texts are structured

As Writers:

- sit correctly at a table, holding a pencil comfortably and correctly
- form lower case letters of the correct size relative to one another
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- write simple narratives based on texts they have read
- write a simple set of instructions
- write a character description based on Traction Man
- use Rosie Revere, Engineer as a vehicle for writing their own explanatory text
- write a diary entry in role as Florence Nightingale (using ICT enhancement as stimulus)
- complete a dictated exercise using common exception words

As Mathematicians:

Place value

- read and write numbers in numerals and words up to 100
- partition a two-digit number into tens and ones to demonstrate an understanding of place value
- understand the terms *less than*, *greater than* and *equal to*

Addition and subtraction

- use number bonds to 10 to learn number bonds to 20 /100
- add and subtract 10 using the terms 10 less and 10 more
- add and subtract tens from 2 digit numbers
- add and subtract two 2-digit numbers

Money

- know the value of different coins
- count and compare money
- solve money problems and find change

Multiplication (and division)

- count in twos, threes, fives and tens from 0, forwards and backwards
- learn 2, 5 and 10 times table
- make and add equal groups
- make arrays

<p><u>As Scientists:</u> *notice that animals, including humans, have offspring which grow into adults *find out about and describing the basic needs of animals, including humans, for survival *describe the importance for humans of exercise, nutrition and hygiene *explore and compare the differences between things that are living, dead, and things that have never been alive *explore living things & their habitats. *identify and name a variety of plants and animals in their habitats, including micro-habitats *describe simple food chains, and identify different sources of food</p>	<p><u>As Computing Scientists:</u> Modelling, Simulating and Data logging Online simulations – Human Body Google Earth</p> <p>Digital Literacy Pictogram creator Internet Research</p> <p>Key Apps Pic Collage Doodle Buddy Tune Train Keezy Classic Tap a Tune</p>	<p><u>As Historians:</u> *learn about significant individuals from the past who have inspired and influenced others and retell their stories using appropriate vocabulary *learn about Remembrance Day, an event which is significant globally and commemorated *discuss significant people, places and events in locality (Upton war heroes) *understand the events and people they study (Florence Nightingale, Mary Seacole and others) fit within a chronological framework *compare similarities and differences between nursing in different time periods</p>	<p><u>As Geographers:</u> *develop knowledge about the World, the United Kingdom and their locality through looking at current events and Picture News *use world maps, atlases and globes to identify the United Kingdom and its place in the World *identify characteristics of the four countries of the United Kingdom and know the capital cities of each one *name and locate the UK’s surrounding seas on a world map and globe *name and locate the world’s seven continents and five oceans *identify the location of hot and cold areas of the world in relation to Equator and Poles</p>	<p><u>As Musicians:</u> *able to use their voices expressively and creatively by singing songs and speaking chants and rhymes *able to listen with concentration and understanding to a range of high-quality live and recorded music *play tuned and un-tuned instruments musically *able to experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
<p><u>Key Vocabulary:</u> offspring, reproduction, growth, exercise, breathing, hygiene, germs, disease, living, dead, never been alive, habitat, micro-habitat, food chain</p>	<p><u>Key Vocabulary:</u> app, e-safety, web link, QR code, images, text</p>	<p><u>Key Vocabulary:</u> timeline, decade, century, remembrance, cenotaph, conflict, memorial, First World War, Second World War, similarities, differences, hero, nurse, hospital, soldier, lamp, Crimea, wounded, 19th century, Victorian, profession, cleanliness, hygiene</p>	<p><u>Key Vocabulary:</u> polar, North Pole, South Pole, equator, weather, seasons, continent, ocean, atlas, globe, map, sea, ocean, United Kingdom, city, capital, river, world, Irish Sea, English Channel, North Sea, England, Northern Ireland, Scotland, Wales</p>	<p><u>Key Vocabulary:</u> pitch, pulse, rhythm, dynamics, tempo, timbre, texture, structure, intro, verse, outro, chorus, improvise, compose, Rock and Roll</p>
<p><u>As Artists:</u> *practise the skill of drawing and learn shading techniques *further develop colour mixing skills *develop collaging skills *explore shape and form (3D), constructing with materials *learn about the artist Amedeo Modigliani *understand how to incorporate artists’ ideas into their own work *critically evaluate their own and other’s artwork.</p>	<p><u>For spiritual and moral development, children will be learning about:</u> Festivals of light *what is Hinduism? Where did it come from? What do Hindus believe? What is Divali? Why and how is it celebrated? *why is light important to us? What is Hannukah? What is a Menorah? Why is it important to Jews? *why do we think of light at Christmas? Where is the link between the birth of Jesus and light? What is a Christingle?</p>	<p><u>Enhancements, Visits & Key Dates:</u> Healthy Eating Week: 28th September - 4th October National Poetry Day: 1st October Walk to School Week: 5th – 9th October MEAS Hinduism Workshop: 6th November Anti-Bullying Week: 11th - 15th November Odd Socks Day: 16th November Road Safety Week: 16th – 22nd November World Kindness Day: Friday 13th November Divali: 14th November Hanukkah: 10th - 18th December</p> <p>#OVERCHURCHHEROES</p>	<p><u>As Respectful Responsible Citizens:</u> *my special people – differences between families in school, equality and diversity, belonging to groups and communities *caring friendships – friendship ups and downs, managing conflict, seeking help if needed, being kind and unkind, how to tell and who to tell *respectful friendships – self-respect and how this links to their own happiness *rights and responsibilities e.g. share and understand need to return things that have been borrowed</p>	<p><u>As Design Technologists:</u> *practise practical skills learnt as prior to Lockdown. *explore shape and form (3D), constructing with materials *understand how to incorporate design ideas into their own work *critically evaluate their own and other’s work.</p>
<p><u>Key Vocabulary:</u> self portrait, shading – hatching, cross hatching, stipple, blending, texture, collage, three dimensional -3D</p>	<p><u>Key Vocabulary:</u> Hinduism, Divali, diva lamp, rangoli patterns, Judaism, Jewish, Torah, synagogue, Hannukah, dreidel, temple, menorah, Christingle</p>	<p><u>Key Vocabulary:</u> respect, rights, responsibilities, community, authority, conflict, equality, diversity</p>	<p><u>Key Vocabulary:</u> design, improve, evaluate, cut, join, evolve, texture, surface, material, tools, measure, compare, design cycle</p>	<p><u>Key Vocabulary:</u> design, improve, evaluate, cut, join, evolve, texture, surface, material, tools, measure, compare, design cycle</p>