



Autumn Term Curriculum Plan

Year 2

The topic this term is based on the story "Jack and the Flum Flum Tree" by Julia Donaldson and the attached topic web shows the work activities that have been planned. We will also be using several other familiar stories and rhymes with similar themes to base our work around.

Alongside this there will be ongoing work in Literacy and Numeracy, as well as work in other areas of the curriculum, taught separately from the topic. The children will continue to work practically so they have 'hands on' experiences on which to base their learning.

Teachers plan work using the National Curriculum, they then ensure that the work is differentiated appropriately so that children are able to learn, practise and develop their skills and knowledge, and use them in a range of contexts.

Children will use their literacy skills throughout each of the curriculum areas, so they may be learning about plants in Science but will also be using their reading and writing skills to find out information or to record their work.

Speaking and listening skills are developed across all curriculum areas so that children can participate actively in collaborative conversation, staying on topic and initiating and responding to comments. Children are supported to extend the range of their vocabulary and use this effectively in their speech and written work.

Spelling and grammar are taught according to the National Curriculum - children can then apply their knowledge to support reading, spelling and writing.

When reading, children will use their phonics skills and knowledge of words to develop fluency, accuracy and confidence. They will be learning how to make inferences on the basis of what is said and done. (Children will bring home a reading scheme book twice a week and a library book on the other days.)

Children will be expected to use correctly sized and joined handwriting.

Through a range of tasks children will develop positive attitudes towards, and stamina for, writing. Children will be taught how to plan and develop their ideas for stories, poems and writing about real events. We will be concentrating on writing clear, well-structured sequences of sentences developing the use of appropriate and adventurous vocabulary. Children will extend the range and accuracy of their punctuation.

Children will develop their maths skills and understanding by carrying out practical tasks using a variety of equipment, and will apply these to solve problems and answer questions. They will continue to record their work in a variety of ways and use recording methods and mental strategies to help them to work out a solution. We will be concentrating on counting in steps of 2, 5 and 10 both forward and backward; recognising the place value of each digit in a two-digit number (tens, ones); recalling and using addition and subtraction facts to 10 and to 20.

ENGLISH

- Story writing
- Drama – storm at sea, Jack’s adventures
- Letter writing
- Newspaper report – disaster at sea
- Instructions – recipes
- Read and write poems related to the sea
- Interview with Jack
- Diary entry
- Read a range of texts to develop fluency and understanding

Further develop and embed phonics, spelling and handwriting skills to ensure consistent application within a range of writing

GEOGRAPHY

- Explore physical and human features of coastal regions and use related geographical vocabulary
- Identify coastal areas and geographical features on maps
- Understand similarities and differences between coastal and inland areas of the UK

ART & DESIGN

Work of artists

- Look at, compare, discuss and give personal opinions about works by Lowry and Tanielle Childers
- Work in the style of Lowry and Childers

Development and progression of ongoing skills

- Use painting techniques to produce seascapes
- Use sculpture techniques and materials to make jointed figures

SCIENCE

Look carefully to make and record observations, make predictions with reasoning and use investigations to answer questions.

- Living things and their habitats
 - identify items from the story and within the local environment that are living/dead/never been alive
 - look at food sources and food chains
- Animals, including humans
 - basic needs for survival – what will Jack need for his journey? How will he stay healthy?
- Uses of every day materials
 - Identify and investigate materials (eg wood,glass) and their properties and uses

MATHEMATICS

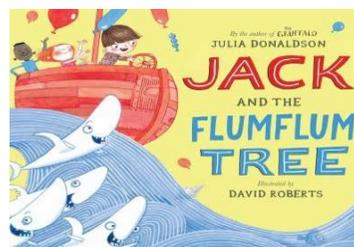
The focus will be on using and applying number knowledge and skills when working through calculations.

- Secure understanding of place value in 2 digit numbers
- Count on and back in 10s and 1s to support addition and subtraction
- Learn number bonds for numbers to 10 then 20 and use in calculations
- Develop understanding of multiplication

DESIGN & TECHNOLOGY

- Use variety of materials and techniques to evaluate, design, make and test items eg
 - a strong sack for Jack
 - a gangplank from the boat to the pier
 - a boat that floats

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COMPUTING

- Further development of e-safety practices to explore the topic
- Develop word processing skills to support creation of digital texts

MUSIC

- Listen to music that creates a mood and discuss the effect it has
- Playing an instrument and using the vice for song and chants ‘African Drumming and Song’

HISTORY

- Develop an awareness of the past by using a time line, and begin to use correct historical terms (link with ICT)
- Begin to understand how we know about the past eg artefacts, reports, eye witness accounts
 - learn about Grace Darling’s life and her contribution to life now - the RNLI
 - find out about the Titanic using historical sources

RELIGIOUS EDUCATION

- Stories and wonders from Christianity, Islam, Judaism and Sikhism