



Year 2 Autumn Term 1

Curriculum Overview

	Autumn 1
Topic title	Marvellous Mixtures
Key Question	What is Art?
Links to previous and future learning	Previous: Science: Year 1 name, describe and sort everyday materials Art: Year 1 know how to create tints, tones and shades Art: Year 1 drawing through observation Art: Year 1 knowledge of the style of artists Art: Year 1 primary and secondary colours, mixing primary colours Future Science: Year 5 Properties and changes of materials Art: Year 3 drawing and painting with a range of materials Art: Year 4 Know the words line, tone, shade and colour Art: Year 4 experiment with styles used by artists Art: Year 4 print onto materials Art: Year 5 Draw objects using marks and lines to produce texture Art: Year 5 learn to shade Art: Year 5 replicate the style of an artist Art: Year 6 using different tools and techniques to create art Art: Year 6 Artists choosing different resources for effect DT: Year 4 understand and apply the principles of a varied diet, seasonality DT: Year 4 being hygienic and safe DT: Year 6 preparing savoury dishes using cooking techniques
Global themes covered	  Being Healthy – Which foods are good for us?
British Values	 
Redlands Values	
UN Global Links	
Charity Link	Asha Charity
Visit/ experience linked to the topic	Messy mixtures afternoon Food tasting

Overall outcome for topic (showcase)	Tasting foods from around the world (invite parents) Display colour mixing workshop photos
Hook	Messy afternoon – variety of materials
Key Text suggestions	The Three Little Pigs George's Marvellous Medicine – Roald Dahl
English/Phonics suggestions	Narrative: A Twisted Tale of The Three Little Pigs Diary Entry: Great Fire of London
Maths	Number and Place Value: Numbers to 10 - To count numbers up to 100 using concrete objects: counting up by ones and tens. - To understand each digit in a number has its own value. - To be able to compare numbers using place-value knowledge gained from previous lessons. - To use the number bond strategy to deepen understanding of place value. - To count in ones and tens; to introduce boundary crossing using tens and ones. - To recognise and describe patterns with more complex numbers, in particular 3 and 5. Calculations: Addition and subtraction - To be able to add a 1-digit number to a 2-digit number without regrouping the ones. - To add tens by recognising its relationship to adding ones. - To add 2-digit numbers where one is a multiple of 10. - To add with tens and ones where the ones are both more than zero. - To add 1-digit numbers to a 2-digit number resulting in renaming of ones. - To add two 2-digit numbers where renaming is expected. - To subtract ones from a 2-digit number. - To subtract 2-digit multiples of 10 from 2-digit multiples of 10. - To subtract tens from a 2-digit number with the ones being more than zero. - To subtract a 2-digit number by another 2-digit number. - To subtract within 100 by applying related 1-digit addition and subtraction facts. - To subtract a 2-digit number by a 1-digit number with renaming. - To subtract a 2-digit number by another 2-digit number where renaming has to occur. - To add three 1-digit numbers
Geography	National Curriculum Locational knowledge - To name and locate the world's seven continents. Granular Knowledge - I can name the continents of the world and locate them on a map.

Science	National Curriculum: Working Scientifically: ▪ asking simple questions and recognising that they can be answered in different ways ▪ observing closely, using simple equipment ▪ performing simple tests ▪ identifying and classifying ▪ using their observations and ideas to suggest answers to questions ▪ gathering and recording data to help in answering questions National Curriculum Uses of Everyday Materials Pupils should be taught to: ▪ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. ▪ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Granular Knowledge • I know and can identify the name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard. • I know that many types of plastic are waterproof, that steel (a type of metal) is strong, that rock is hard, that cotton wool is soft, that rubber is flexible, that rock is rigid, that polystyrene (a type of plastic) is light and that iron (a type of metal) is heavy. • I can use properties of a range of materials to sort them. • I know that applying forces to objects can change their shape, by squeezing, stretching, bending and twisting. • I can explore how the shapes of solid objects can be changed by squashing, bending, twisting and stretching.
History	

Art/DT	<u>Art</u> National Curriculum Objectives • to use a range of materials creatively to design and make products. • to use drawing and painting to develop and share their ideas, experiences and imagination. • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <u>Granular Knowledge</u> • I can create a piece of art by pressing, rolling, rubbing and stamping. • I can suggest how artists have used colour, pattern and shape. • I can create a piece of art in response to the work of another artist. <u>Greater Depth</u> • I can make comparisons between my own artwork and other artists'. • I can plan my art using a range of techniques e.g. sketches, discussion. <u>Design Technology</u> National Curriculum Cooking ▪ To understand where food comes from. Granular Knowledge • I know what makes a balance diet (science link). • I know where food comes from. Food: Texture, taste, appearance, preference, greasy, moist, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested
Computing	<u>Computing systems and Networks - Information technology around us</u> <u>National Curriculum</u> • Use technology purposefully to create, organise, store, manipulate, and retrieve digital content • Recognise common uses of information technology beyond school • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies <u>Granular Knowledge</u> • To recognise the uses and features of information technology • To identify the uses of information technology in the school • To identify information technology beyond school • To explain how information technology helps us

Online Safety	<u>Project Evolve: Self Image and Identity</u> • I can explain how other people may look and act differently online and offline. • I know that people can choose different pictures online to what they actually look like in real life. • I can explain why someone might want to change their appearance online. • I can describe ways in which people might make themselves look different online. • I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help. • I can recognise issues online that might make me feel sad, worried uncomfortable or frightened. • I know who I can go to for help. • I know how to ask for help. <u>Project Evolve: Health, Wellbeing and Lifestyle</u> • I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment. • Recount either rules, guidance or conversations around their own use of technology that they think are important. • Identify a range of simple health/ well-being issues on which technology can impact • Explain how they can reduce the impact of these issues when using technology • Explain ways in which they can self-manage their use of technology or with support from their parent/carer/mentor • I can say how those rules / guides can help anyone accessing online technologies • Demonstrate simple awareness of physical health risks around over engagement. Eg eyes get tired; sitting in one place for a long time; missing meals/drinks etc • Explain simple well-being awareness; eg not physically socialising; not listening to parents/carers; being bored etc • Begin to recognise that rules and guidance can vary by context.
Music	<u>Leicestershire Music – Unit 1 – Pulse</u> National Curriculum: Pupils should be taught to: ▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes. ▪ play tuned and untuned instruments musically. ▪ listen with concentration and understanding to a range of high-quality live and recorded music. ▪ experiment with, create, select and combine sounds using the inter-related dimensions of music. Leicestershire Music Unit 1: Pulse • Sing or play with good sense of pulse (Unit 1 + 3). • Demonstrate an understanding of the differences between pulse and rhythm through physical movement, playing or singing (unit 1 + 3). • Begin to recognise rhythmic patterns found in speech, e.g. saying , chanting names, syllables in names etc. • Respond to visual and aural cues.

PSHE	<u>Citizenship</u> Learning Outcomes • To understand the importance of rules. • To understand ways to look after the school environment. • To recognise the roles people play in looking after the environment. • To begin to understand the roles people have in the community. • To recognise similarities and differences between people in the local community. • To begin to understand how democracy works in school. • To understand ways to share an opinion. • Granular Knowledge • I can identify different places where rules apply. • I understand why rules are important. • I can explain who makes rules and why. • I understand what makes up the school environment. • I can identify things that I like in the school environment. • I can identify things that could be improved in the school environment. • I can explain how I can make a difference to the school environment. • I understand some people have jobs that help to keep our environment a good place to live or learn. • I can identify some people in school who look after the environment. • I can identify the jobs some people do in the local area to look after the environment. • I can explain that some people volunteer to keep the local environment pleasant. • I understand that there is a range of jobs locally that help our community. • I can explain some of the things people do for their job. • I can explain what might happen if no one did these jobs. • I understand that there are a range of factors which make us who we are. • I can identify similarities and differences between groups of people. • I can explain how different people contribute to the local community. • I understand how the school council works. • I can explain how the school council is democratic. • I understand that I can share my opinion on things that are important to me. • I can identify things I would like to make better in school.
RE	<u>Who is Muslim and how do they live?</u> Make sense of belief: • Recognise the words of the Shahadah and that it is very important for Muslims • Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean • Give examples of how stories about the Prophet show what Muslims believe about Muhammad. Understand the impact: • Give examples of how Muslims use the Shahadah to show what matters to them • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • Give examples of how Muslims put their beliefs about prayer into action. Make connections: • Think, talk about and ask questions about Muslim beliefs and ways of living • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.

PE	Gymnastics Learning Outcomes: • To perform a position of stillness with 2 or more contact points showing control. • To perform a position of stillness on a single contact point showing control. • Transfer weight from one position of stillness to another position of stillness showing control. • To link one position of stillness to one other action smoothly. • To create, remember and repeat a movement phrase combining 2 varying positions of stillness with at least one other action. • Individually recall your best methods of linking positions of stillness to other types of action. • To remember, improve and perform a movement phrase combining 2 varying positions of stillness with at least one other action Dance Learning Outcomes: • Understanding how to use themed stimuli (e.g. candles, fire, penguins) to create and perform imaginative movement phrases. • Knowing how to express narrative ideas through dance (e.g. the start, spread, and end of the Great Fire of London). • Understanding how to link actions into a motif or phrase with control, imagination, and clear structure. • Knowing how to perform movements that show changes in speed, size, and direction. • Understanding how to respond to accompaniment with appropriate movement qualities (e.g. rain, wind). • Knowing how to mirror, lead, and follow a partner in movement. • Understanding how to use gestures and travel to communicate relationships (e.g. greeting, magical friendship). • Knowing how to copy, remember, and repeat taught movement phrases with accuracy.
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