



# Winton Primary School

## Year 2 Autumn Curriculum Overview



| Key Learning                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>Reading</b><br> | <p>Our texts in Talk for Reading will be:</p> <p>‘Leaf’ by Sandra Dieckmann, where we will be exploring the themes of judging others based on appearance.</p> <p>‘Wombat Goes Walkabout’ by Michael Morpurgo, where we will be exploring the themes of helping others and character emotions.</p> <p>We will also be reading a range of poetry from Pie Corbett’s poetry spine.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Writing</b><br> | <p>Our stimulus in writing will be How to Look After a Dragon and a holiday advertisement.</p> <p>This term, we will be writing a set of instructions and advertisements.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Maths</b><br>   | <p>In maths, we will be learning to:</p> <ul style="list-style-type: none"><li>- Identify, represent, and estimate numbers using different representations, including the number line.</li><li>- Compare and order numbers from 0 up to 100, use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs.</li><li>- Count in steps of 10 from any number, forward or backward.</li><li>- Given a number, identify one/ten more and one/ ten less.</li><li>- Recognise the place value of each digit in a two-digit number (tens and ones).</li><li>- Compare and order lengths and record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math>.</li><li>- Choose and use appropriate standard units to estimate and measure length/height in any direction (cm) using rulers.</li><li>- Find different combinations of coins that equal the same amounts of money.</li><li>- Add and subtract numbers using concrete objects, pictorial representations and mentally, including: a 2-digit number and ones, a 2-digit number and tens, adding three one-digit numbers.</li><li>- Count in steps of 2, 3 and 5 from 0, and in tens from any given number, forward or backward.</li><li>- Identify and describe properties of 2D shapes, including the number of sides and symmetry in a vertical line.</li><li>- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</li><li>- Ask and answer simple questions by counting the number of objects in each category and sort the categories by quantity.</li></ul> |

| Key Learning                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>Science</b><br> | <p><b>Plants</b> – How do plants grow, what do they need, and how they can stay healthy?</p> <p><b>Materials</b> - How are different materials used based on their properties, and how can objects be changed by squashing, bending, or twisting?</p> <p><b>Light and Seeing</b> - How does light travel and how does its brightness and obstacles affect what we see?</p>  |
| <b>History</b><br> | <p><b>Queen Victoria</b> - How did Queen Victoria influence society in the past and today?</p> <p><b>Queen Elizabeth II</b> - How did Queen Elizabeth II influence society and modernise the monarchy?</p>                                                                                                                                                                  |

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| <b>Geography</b><br>             | <b>Maps and Atlases</b> - How can maps be used?<br><b>London</b> - What do you know about the important landmarks of London?<br><b>Edinburgh</b> - What makes the location of Edinburgh interesting?<br><b>UK and Great Britain</b> - How is the United Kingdom different from Great Britain?<br><b>UK</b> - How would you describe the physical features of the UK?<br><b>Scotland</b> - What makes the physical features of Scotland unique?                             |  |
| <b>Art</b><br>                   | <b>Portraits</b> - How do artists use different styles and techniques to show personality and expression in portraits?<br><b>In the dark of the night</b> - How do artists use colour, contrast, and light to create mood, emotion, and drama in their work?<br><b>Dreams and Nightmares</b> - How do artists use dreams, words and materials to turn their imagination into art?<br><b>Artist Spotlight</b> - Thomas Gainsborough, Artemisia Gentileschi & William Blake. |  |
| <b>Design and Technology</b><br> | <b>Wheel and axle mechanisms</b> - How can we design and make a wheel and axle mechanism by looking at real-life examples and thinking about who will use it and why?                                                                                                                                                                                                                                                                                                      |  |

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| <b>PE</b><br>                            | <b>Music</b><br>                                         | <b>Computing</b><br> |
| Invasion games<br>Net and Wall Games<br>Dance<br>Gymnastics                                                               | Exploring how symbols and pictures can be used to represent sounds.<br><br>Interpreting and performing music using simple graphic scores. | Create algorithms to control the movement of on-screen characters in a variety of situations.           |
| <b>RE</b><br>                          | <b>PSHE</b><br>                                      |                                                                                                         |
| <b>Judaism</b> – Who is God to the Jews?<br><b>Buddhism</b> - Why is the story of the Buddha important to some Buddhists? | Being Me in My World<br><br>Celebrating Difference                                                                                        |                                                                                                         |

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| <b>Landing</b>                                                                                                                                                                                                                                 | <b>Real World Outcome</b>                                                                                                                                                                                |
| We will be creating a mini art gallery in Year 2, where each class will visit each other to view the portraits.                                                                                                                                | We will test the wind powered cars created in DT in the presence of a toy designer, who will critique our prototypes.                                                                                    |
| <b>Home Learning</b>                                                                                                                                                                                                                           | <b>Key Dates</b>                                                                                                                                                                                         |
| In Art, we are thinking a lot about portraits using the styles of different artists. For your home learning project, we would like you to create your own self-portrait. You can use any medium that you like and present yourself in any way. | <b>Landing dates</b> – Week beginning 20 <sup>th</sup> October.<br><b>Home Learning</b> – set on Fridays and due in on Wednesdays.<br><b>Class assembly</b> – 2AW - 25 <sup>th</sup> November at 2.45pm. |

| Drivers Key:                                                                                        |                                                                                                                                                       |                                                                                                                                 |
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| <b>Enquiry:</b> We frame learning around questions. We promote curiosity and higher-order thinking. | <b>Aspiration:</b> We encourage pupils to aim high and believe in their abilities. We introduce role models to broaden horizons and inspire ambition. | <b>Community:</b> We foster a sense of identity and belonging. We build strong links with local geography, history, and people. |