

Curriculum Information



Term: Autumn 2 Class/Year Group: Natterer Bats Year 2

<ul style="list-style-type: none"> Inspiration/Theme: How do we find out about the past? 		Curriculum Driver: History	Outcome of learning: The children will become expert historians and create a fact book to send to the British Museum- Create an information text and story.
Core texts/artefact/film	Provocation -Inspire, Immerse	Display outcomes	Topic specific speaking frames
<ul style="list-style-type: none"> We will receive a video from the Queen’s gardener. He has found a box and needs help to find out what the objects are and where they have come from. <p>Parents will be invited to come and see what we have found out and read the book we have made for the museum after the Christmas performance.</p>	<p><u>Hook/Stunning Start</u> A mysterious box and video will arrive in Year 2. Who is it from and where do the objects come from?</p> <p><u>Trips/Visitors/Marvellous Middle</u> Trip to Westonbirt Arboretum to make natural sculptures inspired by flames and colours in nature.</p> <p><u>Celebration/Fabulous Finish</u> Children to create a fact book to send to The British Museum.</p>	<ul style="list-style-type: none"> Published book containing non-chronological reports. Story published on flame image linked to art project. Wooden fire sculpture painted in acrylics. 	<p><u>Language of deduction</u> I think that... because... This happened...because I know this... <i>What do you think happened and how do you know that?</i></p> <p><u>Language of evaluation</u> I think..... because.... Next time I could.... I foundhard/easy because.... I like..... because.....</p>
Topic Table	Role play	Maths Challenge table	Home Learning
<p><u>Key questions</u> Can you match? Can you mix? What is your colour called?</p> <p><u>Key images/artefacts</u> Chest from Buckingham palace, map of London, photo of Samuel Pepys. Fire colours Autumn objects, paints.</p> <p><u>Key vocabulary</u> Fire, historian, expert, London, colour - match, mix.</p>	<p>A house set in the era of the Great fire of London where the children can re-tell the key events from history.</p> <p>Opportunities to write fiction and non-fiction related to the artefacts discovered.</p> <p>Stories linked to our Year 2 key texts. Children will use these to re-tell with story bags and perform role play.</p>	<p><u>Key questions</u> What does this array show? Can you equally share...? Can you make groups of...?</p> <p><u>Key images/artefacts</u> Unifix cubes Real objects to show arrays Grouping sharing Number lines</p> <p><u>Key vocabulary</u> Multiply, grouping, times, sharing, array, equation.</p>	<p>Weekly Home Learning: Please support your child with their home learning. Home learning is set on Friday and should be returned by Wednesday.</p> <p>Practise reading and spelling your words. (Do you know what these words mean?). This will help you with your writing.</p> <p>Sustain reading for at least 15 minutes every day. Don’t forget to record your reading in your Reading Record.</p> <p>Log on to Maths Facts in a Flash and have a practise. The children will continue to be tested each week.</p>

English	Maths	Geography/History	PE
<p><u>Outcome of learning:</u> Non chronological report and a story about The Great Fire of London</p> <p><u>Key Skills:</u></p> <p><u>Reading-</u></p> <ul style="list-style-type: none"> • understand that non-fiction books are structured in different ways • discuss and clarify the meanings of words • answer and ask questions about texts <p><u>Writing</u></p> <ul style="list-style-type: none"> • write narratives about real events • plan or say out loud what they are going to write • use capital letters, full stops and question marks correctly when required • re-read to check that their writing makes sense and make changes to improve. 	<p><u>Outcome of learning:</u> To understand and apply addition and subtraction</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: • a two-digit number and ones • a two-digit number and tens • two two-digit numbers • adding three one-digit numbers • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. 	<p><u>Outcome of learning:</u> To know about the life of Samuel Pepys and a significant event in history- The Great Fire of London</p> <ul style="list-style-type: none"> • sequence a set of events in chronological order and give reasons for their order • try to work out how long ago an event happened • pose and find answers to their own historical questions • research the life of a famous Briton from the past using different resources to help • research about a famous event that happens in Britain and why it has been happening for some time • say at least two ways they can find out about the past, for example using books and the internet • explain why eye-witness accounts may vary. 	<p><u>Outcome of learning:</u> To work as a team</p> <p><u>Key Skills:</u></p> <p>Hockey-</p> <p>Make contact with a ball and use correct stance and eye contact. Combine with movement.</p> <p>Understand simple tactics such as attacking, defending.</p> <p>Tag Rugby-</p> <p>Negotiate, dodge equipment and peers in a varying speed and direction.</p> <p>Demonstrate spatial awareness.</p>
Art	RE	Music	Science
<p><u>Outcome of learning:</u> To create a 3D sculpture</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • to use the work of artists as a starting point for their own inspiration • to explore making secondary and tertiary colours with different tones • to manipulate materials to create a 3D structure. 	<p><u>Outcome of learning:</u> To know the Christmas story</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • to understand why people of different religions celebrate different events in the year • to recognise religious symbols 	<p><u>Outcome of learning:</u> To perform songs in our Christmas performance</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • to sing confidently • perform actions that support the words • learn how to play simple patterns on the percussion instruments that accompany the songs. 	<p><u>Outcome of learning:</u> An scientific investigation answering a question</p> <p><u>Key Skills:</u></p> <p>Work Scientifically- perform simple tests and using observations and ideas to suggest answers to questions.</p>

Computing	PSHEE	DT	MFL
<p><u>Outcome of learning:</u> To create a joke on the program Scratch Junior</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • understand and apply create algorithms • to debug through repeated practical experience. 	<p><u>Outcome of learning:</u> To know about ways we can keep safe and look after our wellbeing</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • understand why it is important to look after ourselves. 	<p><u>Outcome of learning:</u> Create a moving picture</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • know about the movement of simple mechanisms • design purposeful, functioning products that appeal to themselves and other users based on a design criteria. • perform the practical skills of cutting, shaping, joining and finishing to produce a final product that follows the design criteria. • incorporate the mechanisms levers and sliders into a design. 	<p><u>Outcome of learning:</u> To be able to say greetings in French.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • listen to French greetings • communicate in French.