

Cleveland Road Primary School Curriculum Map – – Year 2, Autumn Term 1 2021

	AUTUMN 1
TOPIC	<i>What We'll Build</i>
KEY TEXTS	<i>The Way Home for Wolf</i> by Rachel Bright <i>What We'll Build: Plans for Our Together Future</i> by Oliver Jeffers <i>The Tin Forest</i> by Helen Ward <i>The Koala Who Could</i> by Rachel Bright <i>The Lion Inside</i> by Rachel Bright <i>The Squirrels Who Squabbled</i> by Rachel Bright <i>The Wolf Story</i> by Toby Forward and Izhar Cohen The Boy Who Cried Wolf (Aesop's Fables) by Miles Kelly Publishing
ENGLISH <i>Convention on the Rights of the Child (CRC)</i> <i>Articles</i> <i>1, 2, 3, 5, 12</i>	<u>Philosophical thinking:</u> <i>Why do we want to grow up so fast? Will we ever have all the answers to all our questions? Will we ever know everything? Is it important to? Are we all on a learning journey? Why is that important? Is it a weakness to ask for help? Why is it important to have a team of people around you? Does leadership mean that we work alone and have to know everything or do we still need to collaborate with others in our team? Why is this important? Can we have responsibilities/act responsibly without having the title of a leader?</i> Children will begin their learning journey by completing activities based on the arctic theme such as free-writing, puzzles, reading topic books, making arctic animal masks, etc. They will then have the opportunity to share their holiday projects, which will be structures inspired from the book, <i>What We'll Build: Plans for Our Together Future</i> by Oliver Jeffers. Pupils will start their learning journey creating an arctic file, researching books, reports and the internet and discussing the layout and presentation style of a fact file/non-fiction report. Children will then continue to analyse and explore the text and make links to their own experiences as they compare themselves to the main character, a wolfling who aspires to take on more responsibility and lead. They will also analyse the author's choices of the vocabulary used and the purpose of the style and layout of the text, engaging in role-play activities and class debates. After further exploring the characters thoughts and feelings from writing in role, the children will finally write their own narratives.
MATHS <i>CRC Articles</i> <i>3, 28, 29</i>	Numbers to 100 and Addition and Subtraction The key areas that children will be focussing on are counting, place value, comparing numbers, number bonds, number patterns, simple adding and subtracting, adding and subtracting with renaming and adding three numbers. Children will begin by concentrating on various aspects of numbers to 100. They will be able to count to 100 through different steps, including counting up in tens. The focus will be to explore place value using a variety of resources, which include using part-whole models, ten frames, cubes, dienes and abacus beads. Pupils will then compare numbers using their place-value knowledge and will practise different number bonds. They will also further explore numbers to analyse patterns within 100. Pupils will finally learn addition and subtraction strategies using number bond diagrams as well as the standard column method. They will be taken through each lesson with slight variations in the learning objectives so that they can reach a level of mastery.

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SCIENCE <i>CRC Articles 6, 24, 27</i>	Animals, Including Humans The key areas that children will be focussing on are the human life cycle, matching animal offspring to their parents, human and animal survival needs, and the importance of exercise, eating healthy foods and hygiene. Children will learn facts about human development before applying their knowledge to create the human lifecycle. They will then observe the different stages of the growth of live caterpillars, recording each of the stages of growth and development and finally observing time-lapse videos of the whole process. Children will then find out about and describe the basic needs of animals, including humans, for survival (water, food and air) discussing what would be essential/non-essential if they were stranded in the middle of a desert. They will be also able to describe the importance of exercise and observe the effects it has on their heartbeat and the human body. Children will finally discuss eating the right amounts of different types of food (a balanced diet), the importance of hygiene and the effects of germs on the body.
COMPUTING <i>CRC Articles 16, 17</i>	Computer Science: Espresso Coding The key areas that children will be focussing on are navigating a computer, e-safety, input and output devices and algorithms. Children will begin this topic by creating a set of instructions on how to draw a 'crazy character' to help them understand what algorithms are. They will develop their programming skills from completing different activities using the online program, <i>Espresso</i>. They will enhance their understanding of what an algorithm is and how programs execute by following precise and unambiguous instructions.
HISTORY	History will be taught in Autumn 2
GEOGRAPHY <i>CRC Articles 7, 10</i>	Locational Knowledge: Continents The key areas that children will be focussing on are developing knowledge about the location of the seven continents and five oceans across the world and then analysing locations within the United Kingdom and their locality (i.e. Ilford), understanding basic subject-specific vocabulary relating to human and physical geography and using geographical skills. Children will name and place the world's seven continents and five oceans using world maps, atlases and globes. They will analyse and describe the key physical and human features for each continent, observing the similarities and differences of key features and landmarks between each on the continents.
ART	Art will be taught in Autumn 2.
DT <i>CRC Articles 29, 31</i>	Food Technology: Heathy Wraps The key areas that children will be focussing on are using the basic principles of a healthy and varied diet to prepare dishes, understanding where the ingredients they will plan to use come from and how they reach their local supermarkets. Children will design and create a recipe for a healthy wrap. They will think about what ingredients to use for their wraps, what fillings to add inside and which types seasoning and flavours could complete their taste. They will finally evaluate how their wraps taste and how they could improve them in the future.

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MUSIC <i>CRC Articles 29, 31</i>	Charanga Musical School: Hands, Feet, Heart Children will focus on 'Listen & Appraise' apps, warm-up games, progressive improvisation resources and a compose tool. They will be introduced to a song, Hands, Feet, Heart, which celebrates South African music. The unit materials will link games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music.
PE <i>CRC Articles 29, 31</i>	Outdoor P.E.: Throwing and Catching Children will learn to master balance, agility and co-ordination and continue to develop throwing and catching skills. They will focus on developing a ready position and using underarm, bounce and overhead passes. They will be working on refining underarm throwing and catching with a medium-sized ball, throwing over arm and striking a ball with two hands. Indoor P.E.: Dance Children will perform dances, varying body language and movement to show different emotions linked to their key text. They will focus on developing body language, movement, different emotions, shape, space, time and dynamics. They will incorporate elements of dance (shape, space, time, and dynamics) into the sequencing of simple movements, using response to stimuli as a starting point for movement phrases, identifying and recognising mood and describing how a dance makes them feel.
RE <i>CRC Articles 2, 14</i>	How Do Stories of Jesus Inspire Christians Today? The key areas of learning children will be focussing on are the power of stories to challenge people to think about the way they lead their lives, Jesus' stories and the place of these stories within the Bible and modern Christian life. The children will recap their previous knowledge of Christianity before further exploring the parables told by Jesus such as The Widow's Mite, The Parable of the Lost Son and The Wise and Foolish Builders. They will then compare old and modern artwork depicting Jesus' stories and the message they hold for people today.

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PSHE <i>CRC Articles</i> <i>Insert Numbers</i>	Being in My World • I can identify some of my hopes and fears for this year • I recognise when I feel worried and know who to ask for help • I understand the rights and responsibilities for being a member of my class and school • I recognise when I feel worried and know who to ask for help • I understand the rights and responsibilities for being a member of my class • I can help to make my class a safe and fair place • I can listen to other people and contribute my own ideas about rewards and consequences • I can help make my class a safe and fair place • I understand how following the Learning Charter will help me and others learn • I can work cooperatively • I can recognise the choices I make and understand the consequences • I am choosing to follow the Learning Charter
Safeguarding <i>CRC Articles</i> <i>3, 4, 14 and 19</i>	Throughout this learning journey, pupils will explore the importance of having rules and systems in place and the consequences that can occur when they are not, such as when the wolfing in the key text, <i>The Way Home for Wolf</i> by Rachel Bright, loses his way from the rest of the wolf pack. This will also lead on to discussions that while we may at times feel restricted by guidelines set by teachers, parents, etc., they may be in place to do what is best for us in order to keep us safe.