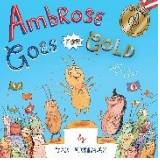
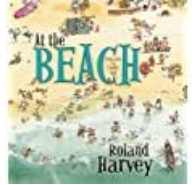


Rickleton Primary School Curriculum Map		Year 2	Autumn Term
<b>ENGLISH</b>			
	<b>FICTION - NARRATIVE</b>	<b>NON-FICTION – INSTRUCTIONS and RECOUNT</b>	
	Retell a 3-part story that has a key central character. <b>Plan and tell a 3 part story based on own experience - focus on expanded noun phrases to provide detail and specification.</b>	Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negative comments. <b>Write a simple first- person recount linked to topic or personal experience maintaining past tense and consistent use of first person. E.g. Postcards</b>	
<b>MATHS</b>			
<b>Unit 1: Numbers 10 to 100</b> Children will represent multiples of 10 in different ways. They will explore the counting sequence up to and beyond 100. Children will also represent numbers from 20-99 in different ways as well as partitioning into tens and ones. <b>Unit 2: Calculations within 20</b> Children will add and subtract two numbers that bridge through 10. They will add three numbers together and understand that numbers can be added in any order. Children will solve addition and subtraction problems in a range of contexts.		<b>Unit 3: Fluently Add and Subtract within 10</b> Children will become fluent with addition and subtraction facts within 10 and use different addition and subtraction strategies. <b>Unit 4: Addition and Subtraction</b> Children will add and subtract single digit numbers to and from a two-digit number. They will use part-part-whole models to represent addition and subtraction. Children will also add and subtract multiples of ten to and from a two-digit number. <b>Unit 5: Introduction to Multiplication</b> <ul style="list-style-type: none"> <li>Children will represent equal groups as repeated addition and multiplication. They will represent the two, ten and five times tables in different ways. Children will also double and half two-digit numbers.</li> </ul>	
<b>SCIENCE</b>			
<b>Key Question: What are human needs?</b> Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <b>Scientific Enquiry:</b> Ask simple questions and recognise that they can be answered in different ways. Use their observations and ideas to suggest answers to questions. Perform simple tests.		<b>Key Question: What do living things need and how do food chains work?</b> Explore and compare the differences between things that are living, dead, and things that have never been alive. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <b>Scientific Enquiry:</b> Identifying and classifying Using their observations and ideas to suggest answers to questions; • Gathering and recording data to help in answering questions.	
<b>RELIGIOUS EDUCATION</b>			
<b>Key Question: Who is a Muslim and how do they live? Part 1.</b>		<b>Key Question: Why does Christmas matter to Christians?</b>	
<b>HISTORY</b>		<b>GEOGRAPHY</b>	
<b>Sea-side holidays (Change over time)</b> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life		<b>Sunderland Vs Mumbai</b> <b>Locational knowledge:</b> Name and locate the 7 continents and 5 oceans. Name and locate the 4 countries and capital cities of the UK. <b>Human and Physical geography:</b> Use basic geographical vocabulary to refer to key physical and human features – (see key vocab). Use atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied. <b>Place knowledge:</b> Understand the geographical similarities and differences between Sunderland and Mumbai, India.	
<b>COMPUTING</b>		<b>PSHCE</b>	<b>ART &amp; DT</b>
<b>Digital Literacy-</b> Personal Information. <b>I.T.-</b> Presentation Skills. Databases. <b>Computing-</b> Unplugged algorithms.		Me and My Relationships 'Yasmine and Tom' <b>Keeping Myself Safe</b>	<b>DT:</b> food technology - Food Hygiene, make a healthy sandwich; Use a wide range of materials, inc. construction materials, textiles and ingredients according to characteristics. <b>Art:</b> Observational drawing, colour mixing (pastels) inspired by the work of Paul Cezanne
<b>MUSIC</b>		<b>MFL</b>	<b>PHYSICAL EDUCATION</b>
<b>Key Questions:</b> What is South African Music? Christmas Music – Rap Focus		Greetings in a range of modern foreign languages	Games – 'Ten point hoops' (Throwing and catching) Gymnastics – 'Families of Actions' (Coordination) <b>Additional Coach - A2 Skipping (Performance focus) - Skipping School</b>
<b>EVENTS, VISITS and VISITORS</b>			
School Nurse – Hygiene, Seaside Workshop			