

# Year 2

# Shine Brightly Curriculum

## Autumn 2024



### Overview of the autumn term curriculum

Art	Computing	DT	French	Geography	History	Music
Focus: Drawing Unit: Still life	Focus: Coding	Focus: Textiles Unit: Puppets	Focus: Mini Beasts Focus: Pirate Personalities	Focus: Geographical Skills and Fieldwork Unit: Uses of Maps	Unit: Bonfire Night and Guy Fawkes Golden thread: Monarchy and Power	Focus: Singing Unit: Singing with accurate pitch
PE	PSHE	RE	Science	Reading	Writing	Maths
Focus/Unit: Games - Fundamentals Focus/Unit: Dance	Focus: Being me in my World Focus: Celebrating Difference	Focus: Christianity Unit: Kindness Unit: God giving Jesus to the world (Christmas Story)	Focus: Uses of everyday materials	Fiction: Dr Xargle's Book of Earthlets Dear Earth On Sudden Hill The Borrowers Non-fiction: The Street Beneath My Feet Poetry: Gigantic	Fiction: Short burst The Gingerbread Man The Crocodile Who Didn't Like Water Non-fiction: Crocodiles	Place value Addition and subtraction



# Year 2 Shine Brightly Curriculum

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As artists in Year 2, we are learning:

# Art

Term: Autumn

Focus: Drawing - Still life

As artists, we are learning to explore still life and evaluate an artist's still life drawings.

As artists, we are learning to explore shape within still life.

As artists, we are learning to explore light and shadows within still life.

As artists, we are learning to represent different textures in still life drawing.

As artists, we are learning to introduce colour to a still life drawing.

As artists, we are learning to apply the techniques we have learnt to our own still life drawing.

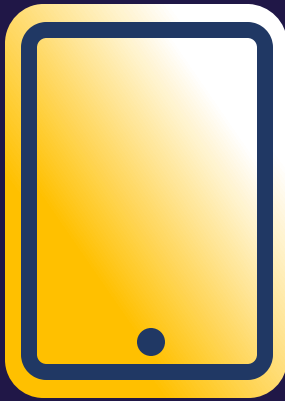
Composite: Create a still life drawing being able to refer to techniques learnt and artist inspiration.

As technologists in Year 2, we are learning:

# Computing

Term: Autumn

Focus: Coding



As technologists, we are learning to create a computer program using an algorithm.

As technologists, we are learning to understand the collision detection event.

As technologists, we are learning to design an algorithm that follows a timed sequence.

As technologists, we are learning to understand what different events do in code.

As technologists, we are learning to understand the function of buttons in a program.

As technologists, we are learning to know what debugging means.

**Composite:** To share our learning with a year 1 class.



As design technologists in Year 2, we are learning:

# D.T

Term: Autumn

Focus: Textiles

As design technologists, we are learning to investigate a range of puppets.

As design technologists, we are learning to work with fabric to create a finger puppet

As design technologists, we are learning to develop and practise sewing skills to use when creating a puppet.

As design technologists, we are learning to design a glove puppet.

As design technologists, we are learning to follow a design to make a puppet.

As design technologists, we are learning to evaluate our finished puppet.

**Composite:** Use our puppets as part of a puppet show.

As linguists in Year 2, we are learning:

# French



Term: Autumn

Focus: Mini Beasts

As linguists, we are learning to identify and name a minibeast.

As linguists, we are learning to attempt to read the name of some minibeasts in French.

As linguists, we are learning to count 1 to 10 in French.

As linguists, we are learning to identify and name some colours in French.

As linguists, we are learning to listen to and join in with a story in French.

As linguists, we are learning to understand and perform the butterfly cycle in French.

**Composite:** To record our performance for Seesaw.

As linguists in Year 2, we are learning:

# French



Term: Autumn

Focus: Pirate Personalities

As linguists, we are learning to identify and read vocabulary related to pirates.

As linguists, we are learning to listen to and join in a story in French.

As linguists, we are learning to play a board game using words in French.

As linguists, we are learning to count from 1 to 10 in French.

As linguists, we are learning to identify and name some body parts in French.

As linguists, we are learning to listen to and join in a song in French.

**Composite:** To apply our learning across the curriculum.



As geographers in Year 2, we are learning:

# Geography

Term: Autumn

Focus: Geographical Skills and Fieldwork

As geographers, we are learning compass points to navigate around a map.

As geographers, we are learning to use aerial photos and design a plan.

As geographers, we are learning to use simple fieldwork and observational skill. (focus on Bodmin)

As geographers, we are learning to devise, draw a simple map and use a simple key.

As geographers, we are learning to design a map referring to key human features. (focus on the Bodmin area)

As geographers, we are learning to create a 3D map using your town design. (focus on the Bodmin area)

**Composite:** To use a map to visit a key feature in the local area, identifying the features shown.



As historians in Year 2, we are learning:

# History



Term: Autumn

Unit: Bonfire Night and Guy Fawkes

Golden Thread: Monarchy and Power

As historians, we are learning to understand when The Gunpowder Plot happened.

As historians, we are learning to understand why Guy Fawkes wanted to blow up the houses of Parliament.

As historians, we are learning to explore who Guy Fawkes was.

As historians, we are learning to recall the events of The Gunpowder Plot.

As historians, we are exploring how we celebrate Guy Fawkes day.

As historians, we are presenting our knowledge of The Gunpowder Plot.

**Composite:** To present our knowledge as news readers, informing people about the events.



As musicians in Year 2, we are learning:

# Music

Term: Autumn

Focus: Singing

As musicians, we are learning to listen and appraise a piece of music, identifying the pulse, rhythm and pitch.

As musicians, we are learning how to warm up our voice for singing and understand the importance of doing this.

As musicians, we are learning to understand pitch and use vocal control to sing using a range of pitches.

As musicians, we are learning to know the meaning of dynamics and use different dynamics when singing.

As musicians, we are learning to know the meaning of tempo and use different dynamics when singing.

As musicians, we are learning to sing, compose and perform a simple song using skills learnt.

**Composite:** To perform our song as children are entering assembly.



As sports people in Year 2, we are learning:

# P.E

Term: Autumn

Focus: Fundamentals

As sports people, we are learning to explore how the body moves when running at different speeds.

As sports people, we are learning to develop changing direction and dodging.

As sports people, we are learning to develop balance, stability and landing safely.

As sports people, we are learning to explore and develop jumping, hopping and skipping actions.

As sports people, we are learning to develop co-ordination and combining jumps.

As sports people, we are learning to develop combination jumping and skipping in an individual rope.

**Composite:** To apply our skills leading playground games during break and lunch times.



As sports people in Year 2, we are learning:

# P.E

Term: Autumn

Focus: Dance

As sports people, we are learning to remember, repeat and link actions to tell the story of my dance.

As sports people, we are learning develop an understanding of dynamics and how they can show an idea.

As sports people, we are learning to **use counts of 8 to help you stay in time with the music.**

As sports people, we are learning to copy, remember and repeat actions using facial expressions to show different characters.

As sports people, we are learning to explore pathways and levels.

As sports people, we are learning to remember and rehearse our circus dance showing expression and character.

**Composite:** To perform our sequences to an audience.



As successful citizens in Year 2, we are learning:

# PSHE

Term: Autumn

Focus: Being me in my World

As successful citizens, we are learning to identify some of our hopes and fears for this year.

As successful citizens, we are learning to understand the rights and responsibilities for being a member of our class and school.

As successful citizens, we are learning to listen to other people and contribute our own ideas about rewards and consequences.

As successful citizens, we are learning to listen to other people and contribute our own ideas about rewards and consequences.

As successful citizens, we are learning to understand how following the Learning Charter will help us learn.

As successful citizens, we are learning to recognise the choices we make and understand the consequences

**Composite:** To Create a Class Learning Charter with clear rewards and consequences for different behaviours agreed and signed by every member of the class.



As successful citizens in Year 2, we are learning:

# PSHE

Term: Autumn

Focus: Celebrating Difference

As successful citizens, we are learning to understand that sometimes people make assumptions about boys and girls (stereotypes).

As successful citizens, we are learning to understand some ways in which boys and girls are different and accept that this is OK.

As successful citizens, we are learning to understand that bullying is sometimes about difference.

As successful citizens, we are learning to recognise what is right and wrong and know how to look after ourselves.

As successful citizens, we are learning to understand that it is okay to be different from other people and to be friends with them.

As successful citizens, we are learning to explain some ways we are different from our friends.

**Composite:** To create playground helper teams to support children at play times.



As theologians in Year 2, we are learning:

# R.E

Term: Autumn

Focus: Christianity

As theologians, we are learning to tell you how we can be kind to others even if it is difficult.

As theologians, we are learning to recall parts of a story where Jesus spoke about kindness

As theologians, we are learning to talk about a time in the Bible when Jesus showed kindness to somebody that was unpopular.

As theologians, we are learning to talk about a time in the Bible when Jesus showed kindness to somebody who had let him down.

As theologians, we are learning to re-tell a story Jesus told about being kind and when Jesus showed kindness.

As theologians, we are learning to say why kindness is important and think of ways to show kindness.

**Composite:** To challenge each member of the class to be kind at a time they find difficult over the week and share as a celebration during circle time.



As theologians in Year 2, we are learning:

# R.E

Term: Autumn

Focus: Christians

As theologians, we are learning to tell you why the world may need special care.

As theologians, we are learning to understand that a Christian might believe Jesus came to save the world.

As theologians, we are learning to investigate things that Christians might use to prepare for Christmas in different places in the world.

As theologians, we are learning to describe the gifts Christians might think Jesus brought to the world.

As theologians, we are remembering the Christmas story and starting to explain that Christians believe Jesus was a gift from God.

As theologians, we are learning to say how we could help people in the world by showing love.

**Composite:** To create playground helper teams to support children at play times.



As scientists in Year 2, we are learning:

# Science



Term: Autumn

Focus: Materials (Chemistry)

As scientists, we are learning to identify materials.

As scientists, we are learning to investigate the properties of materials.

As scientists we are learning to sort materials by their properties.

As scientists, we are learning to discover which material is the most absorbent.

As scientists we are learning to choose a material for a purpose.

**Composite:** To identify materials in our environment and explain why they have been used.