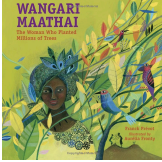
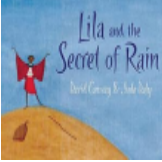



<u>Topic Name: Exploring Africa</u>		<u>Year 2 Curriculum Map</u>	<u>Term Autumn 1</u>
<p><u>Focus texts:</u></p> <p>Lila and the secret of rain by David Conway</p> <p>Wangari Maathai: The Woman Who Planted Millions of Trees by Frank Prevot</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>		<p>P.E Days: PE Days - Wednesday and Thursday</p> <p>Spelling tests are on a Tuesday.</p>	
<p><u>Core reading outcomes</u></p> <ul style="list-style-type: none"> ● Recognise key ideas in a text. ● Make predictions about possible events and characters' behaviour. <ul style="list-style-type: none"> ● Know what inference - "reading between the lines" - means. ● Find and explain inferences about characters' feelings and thoughts. ● Give reasons for characters' actions or behaviour. <ul style="list-style-type: none"> ● Use prior knowledge and reading experiences to understand text. ● Use the context to understand texts. ● Ask questions to clarify understanding. ● Find and discuss the setting or time in books or stories. ● Know that word choice affects meaning. ● Explain why a writer has chosen a word to affect meaning. 	<p><u>Core writing outcomes</u></p> <ul style="list-style-type: none"> ● Use a modelled or suggested planning format to map out ideas for writing. ● Understand that writing needs an effective opening which will differ according to the purpose of the writing. ● Understand that writing needs an effective ending which will differ according to the purpose of the writing. ● Understand that writing, particularly non-narrative, needs organising into sections of related ideas. ● Begin to group related ideas into sections. ● Evaluate effectiveness of writing. ● Make changes following suggestions or with support. 	<p><u>Core writing outcomes - Grammar and Vocabulary</u></p> <ul style="list-style-type: none"> ● Know when to use and use different sentence types in writing. ● Evaluate whether sentences are used appropriately. ● Extend independent sentences (clauses) by adding a sentence (clause) starting with a subordinating conjunction. ● Use noun phrases in own writing to add detail. ● Evaluate the effectiveness of noun phrases used in own writing. ● Use commas to punctuate sentences where there are items in a list. ● Use apostrophes for singular possession correctly in own writing. 	<p><u>Core maths outcomes</u></p> <p><u>Place Value</u></p> <ul style="list-style-type: none"> ● Counting forwards and backwards within 20 ● Tens and ones within 20 ● Counting forwards and backwards within 50 (Numbers to 50) ● Tens and ones within 50 ● Compare numbers within 50 ● Count objects to 100 and read and write numbers in numerals and words (first half of sheet - count objects to 100) ● Count objects to 100 and read and write numbers in numerals and words (second half of sheet - read and write numbers to 100 in numerals and words) ● Represent numbers to 100 ● Tens and ones with a part-whole model ● Tens and ones using addition

<p><u>RE- The Bible</u></p> <p>The aim of this unit is to:</p> <ul style="list-style-type: none"> • widen the children's understanding of the Bible, its contents, presentation and importance to Christians. • Begin to develop children's understanding of holy books from faiths other than Christianity and their significance in the lives of believers. <p>Key Questions</p> <ul style="list-style-type: none"> • Why is the Bible special? • Why does the vicar/minister think that the Bible is special? • Which Bible stories do you enjoy? Why? • Who uses the Bible? Why? • The Bible is in two parts which are different. Why/how are they different? <p><u>PSHE</u></p> <ul style="list-style-type: none"> • Feelings & Emotions - Anger and Worry • Hazard Watch <p>Visit from the fire service Is it safe to eat and drink? Is it safe to play with? Fire drill Equipment safety- scissors</p> <p><u>PE</u></p> <p>Fundamental Movement Skills</p>	<p><u>Science - Living Things & their habitats.</u></p> <ul style="list-style-type: none"> • Explore and compare the differences between things that are living, dead, and things that have never been alive. • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. • Identify and name a variety of plants and animals in their habitats, including micro-habitats. • 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. <p><u>Art- Explore & Draw</u></p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • That artists explore the world, seeing things around them in new ways, and bring things back to their studios to help them make art. • That we can go into our own environments, even when they are very familiar to us, and learn to see with fresh eyes and curiosity. • That we can use the things we find to draw from, using close observational looking. 	<p><u>Geography</u></p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans <p>Place Knowledge</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: Key physical features, including: forest, hill, river, valley, mountain, sea, ocean, vegetation; Key human features, including: city, town, village, farm, houses and shops. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied in KS1. • Use aerial photograph of Kenya to recognize landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. 	<ul style="list-style-type: none"> • Use a place value chart • Compare objects • Compare numbers • Order objects and numbers <p><u>Addition & Subtraction</u></p> <ul style="list-style-type: none"> • Fact families - addition and subtraction bonds to 20 • Check calculations • Compare number sentences • Number Bonds • Related facts • Bonds to 100 (tens) • Add and subtract 1s • 10 more and 10 less • Add and subtract 10s • Add by making 10 • Add a 2-digit and 1-digit number - crossing ten • Add a 2-digit and 1-digit number - crossing ten • Subtraction - crossing 10 • Subtract a 1-digit number from a 2-digit number - crossing ten • Add two 2-digit numbers - not crossing ten - add ones and add tens • Add two 2-digit numbers - crossing ten - add ones and add tens • Subtract a 2-digit number from a 2-digit number - not crossing ten • Subtract a 2-digit number from a 2-digit number - crossing ten - subtract ones and subtract tens • Find and make number bonds • Bonds to 100 (tens and ones) • Bonds to 100 (tens and ones)
<p>Healthy Lifestyles</p>	<p>Diversity</p>	<p>Speech and Language</p>	<p>Mental Health and Wellbeing</p>

Anchor Vocabulary

<p><u>English</u></p> <p>nouns Full stop Capital letters edit improve</p>	<p><u>Maths</u></p> <p>numerals order more than less than equal plus addition</p>	<p><u>Science</u></p> <p>living dead never alive Observe identify food chain habitat</p>
<p><u>Geography</u></p> <p>continent country ocean sorting comparing</p>	<p><u>Art</u></p> <p>explore sketch environment observation natural</p>	<p><u>Music</u></p> <p>Sounds Choose Listen instrument</p>
<p><u>Computing</u></p> <p>Information Technology Responsible File resize</p>	<p><u>PSHE</u></p> <p>Mood Feelings Emotions</p>	<p><u>R.E</u></p> <p>Bible, Old Testament, New Testament, Holy, Gospel, Word of God, Mary Jones, Dead Sea Scrolls</p>