



# Windmill Hill Primary School

## Autumn Term 2020 Curriculum Plan

Year 2

<b>English</b>	<p>The children are assessed and put into phonics groups where we will recap sounds and teach a new sound. This is to prepare the children for the Phonics Screening Check, which is to be taken place at the end of the autumn term. The phonics assessment allows us to set books for children to read at home and in school that are accessible to their individual learning needs. Every child will be read with an adult and take part in a daily whole class guided read.</p> <p>In KS1, we are featuring a 'Super Six' focus to reading. We have identified six reading books covering various themes (a quality text, rhyming/repeated refrains, celebrating diversity, a traditional tale, well-being and growth mindset and a favourite story). We will use these to inspire a love for reading and to link in with other aspects of the curriculum.</p> <p>At the start of this half term, we are writing an 'Autobiographical Snapshot'. Children will write about different aspects of their life. We will focus on using adjectives to describe; past and present tense verbs to discuss and write about our dreams for the future.</p> <p>In the second half term, the children will develop their understanding of instructional writing. The children will have many opportunities to read and write instructions on a variety of topics e.g. making a bowl of porridge for Goldilocks and The Three Bears; making 'Bear on Toast', writing instructions on how to wash your hands and how to brush your teeth.</p>
<b>Mathematics</b>	<p>In the first term, we will be focusing on 'Number'. We will start with recap sessions from the previous year objectives to fill in any gaps that may have occurred due to the lockdown.</p> <p>The children will develop their understanding of place value in two-digit numbers. They will begin with investigating tens and ones and moving on to more complex partitioning. Children will identify and represent numbers in different ways and will begin to estimate numbers and quantities. They will develop their skills in counting in steps and learn to read and write numbers up to 100 in numerals and words. Children will have the opportunity to practise their reasoning skills in a variety of different contexts, including through problems and puzzles. We will start to introduce a problem at the beginning of every lesson, which the children can solve independently or with a partner, the children can use concrete materials to help with their reasoning and problem solving skills.</p>
	<b>Animals including Humans</b> - In this unit, children learn about how humans and other

<p><b>Science</b></p>	<p>animals are born, grow and change, and what we need to survive and be healthy. Children classify different kinds of animal babies, learn about the basic needs that are shared by humans and animals, and research the differing needs of animals within our care. Focusing their own experiences, children explore the need for humans to eat a varied diet, to keep themselves clean, and to take regular exercise. Throughout the unit, the learning materials encourage children to make positive choices that contribute to a healthy lifestyle.</p> <p><b>Uses of Everyday Materials</b> – This unit will teach your class about the uses of everyday materials including wood, plastic, metal, glass, brick, paper, and cardboard. Children then go on to compare the suitability of different everyday materials for different purposes. They explore how objects made of some everyday materials can change shape and how the recycling process is able to reuse some everyday materials numerous times. It finishes with children learning about new discoveries which have made over time with a specific focus on John McAdam. A range of learning activities are used in this unit including, discussions, debates and sequencing and a local walk where children work scientifically to identify the uses of everyday materials in the local area.</p>
<p><b>Computing</b></p>	<p>This term, we will recognise common uses of information technology beyond school. The children will start to understand what makes a computer a computer and understand that computers store and follow instructions. The children will be able to spot digital technology in and around school and understand how different technology helps us.</p> <p>We will also focus on E-Safety. The children will develop their understanding of how to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>
<p><b>Art and Design and Technology</b></p>	<p>In line with our English theme, 'All About Me' the children will have a go at drawing self-portraits. They will experiment creating line and marks made with a range of media.</p> <p>We will focus on the abstract work of Paul Klee, which gives the children the opportunity to learn about and experiment with colours and colour-mixing using Paul Klee's work as a stimulus. Through the study of Paul Klee, children will use a variety of paint media and experimenting to produce a range of effects. They will be able to identify primary and secondary colours undertaking simple colour-mixing to include shades and tones. With this knowledge they should be able to match colours to artefacts and objects.</p>
<p><b>Humanities</b></p>	<p>The objectives of the Geography and History National Curriculum will be taught through the theme of 'The Great Fire of London'. This 'Great Fire of London' History Unit will</p>

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	<p>teach the children about the key events of the Great Fire of London, and help them develop an understanding of the ways in which we can find out about the past through discussing primary sources. In doing so, this unit also introduces Samuel Pepys and his infamous diary. The children will have the opportunity to increase their awareness of the past by comparing past and present-day London, as well as looking at how life was different in the 17th century.</p> <p>In Geography, the children will recap the UK's four countries and capital cities. They will be able to find London on a map and recognise landmarks and basic human features of London. The children will understand how the human and physical features of London impacted the Great Fire of London in the 17<sup>th</sup> century.</p>
<b>French</b>	<p>We will be recapping French greetings and the names of the week.</p> <p>In line with our English theme, 'All About Me', the children will be learning the names of their body parts and the names of colours. For example, red lips, blue eyes, and brown hair.</p> <p>We will also be looking at how to say who is apart of our family.</p>
<b>Music</b>	<p>The children will follow the 'Charanga' Scheme to explore music in class. During this time, the children will be learning a range of notes and songs. Our first song is Hands, Feet, Heart, by Joanna Mangona - A song that celebrates South African music.</p> <p>This is a six-week Unit of Work. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music.</p>
<b>Physical Education</b>	<p>During the first half term, our focus will be on improving our fundamental skills. We will be looking at developing balancing, movement with control, stability and landing safely. We will explore how the body moves differently when running at different speeds. We will improve the skills needed to change direction and dodging. We will combine jumping and skipping with an individual rope.</p> <p>In the second half term, we will be focusing on Yoga. The children will develop an understanding of what Yoga is and how to control their movement and flexibility. The children will copy, and repeat yoga poses individually and with a partner.</p>
<b>RE</b>	<p>In the autumn term, children will focus on Christianity.</p> <p>This Christianity unit will focus on the key question, 'Does how we treat the world matter?'. Here, the children will learn about the creation story, how to care for the planet and Harvest celebrations. Another key question we will focus on is, 'Why do</p>

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	<p>Christians say Jesus is the Light of the World?'. Here the children will learn about the importance of light in Christian faith, discuss the importance of advent and other Christmas celebrations.</p>
<b>PSHE</b>	<p>'Being Me in My World' is the first of our PSHE themes. In this unit, the children will justify the choices they make to help keep their class and school a safe and fair place. They will give evidence as to why their own and their friends' choices can be helpful/unhelpful and how some of these choices may have positive/negative consequences. They will justify why gender stereotypes are not always fair and explain why differences can make some people bully other people. They will learn about strategies that allow them to stand up for themselves and their friends.</p> <p>We will focus on making choices about food and medicines and explain healthy and safe ways in which they are good for our bodies. We will give evidence as to why our own and our friends' choices are healthy / less healthy as well as being able to evaluate how it feels to make healthy and less healthy choices.</p> <p>We will learn to justify how and why some things might make us feel comfortable or uncomfortable in relationships. We will appraise how effective different problem-solving solutions might be when solving problems in our relationships and how to work effectively in a group.</p>