



# Windmill Hill Primary School

## Autumn Term 2024 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 every day. 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. The children will continue to take part in daily reading lessons to develop their understanding.</p> <p>In KS1, we are continuing to feature 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>To start the year, 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>Following on from this we will centre on creating a Circular Narrative based around the Vehicle Text – A River by Marc Martin. All children will follow model texts that will teach them the typical plot path before attempting to create their own, similar story. Children will also be focusing on how to accurately add the use of suffixes –er and –est in adjectives to their writing. The children will discover the importance of the re-drafting process and learn to craft and retain details within their work to improve their writing. In addition to our writing lessons, we will continue to work through our 'Step to Read' sequence of lessons to improve our reading comprehension skills.</p> <p>Pupils will practise handwriting and be encouraged to increase their speed, so that their accuracy of forming letters does not hinder their ability to quickly jot down their ideas.</p>
<b>Mathematics</b>	<p>Every morning, the children will take part in a 'Fluency Five a Day' challenge. Fluency in Five provides a daily set of arithmetic practice, designed to help the children develop and maintain fluency in both written and mental calculations. The structure of Fluency in Five is also designed to help the children distinguish between written and mental calculations.</p> <p>In the first term, we will be focusing on 'Place Value'. 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</p>

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	<p>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> <p>In the second half term, our focus will be on addition and subtraction. The children will learn to add and subtract a 2-digit number and ones, with and without renaming. They will also be able to add three single-digit numbers.</p>
<b>Science</b>	<p><b>Animals including Humans</b> - In this unit, children learn about how humans and other 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>Living things and their Habitats</b> - In this unit children will learn about a variety of habitats and the plants and animals that live there. They learn to tell the difference between things that are living, dead and things that have never been alive, and apply this in a range of contexts. They make observations of a local habitat and the creatures that live there, investigating conditions in local microhabitats and how they affect the minibests found within them. This unit allows children to research a range of global habitats and how the living things that live there are suited to their environments and introduces the idea of dependency between plant and animal species.</p>
<b>Computing</b>	<p>The first half term, we will be focusing our work on understanding computing systems and networks and how IT is used around us. The children will learn how information technology (IT) is being used for good in our lives? With an initial focus on IT in the home, children explore how IT benefits society in places such as shops, libraries, and hospitals. Whilst discussing the responsible use of technology, and how to make smart choices when using it.</p> <p>In the second half term, we will be focusing our work on creating media by digital photography. Children will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.</p>
<b>Art and Design and Technology</b>	<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>In the first half term, our art will focus on drawing around the theme of 'Victoriana'. This unit of work offers a series of drawing and painting activities that encourage</p>

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	<p>children to develop their skills and techniques around a common theme of Victoriana.</p> <p>In the second half term, 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>
<b>Humanities</b>	<p>The objectives of the Geography and History National Curriculum will be taught through the theme of 'The Great Fire of London'.</p> <p>In the first half term our humanities focus will be on 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> <p>In the second half term our humanities focus will be on History. This 'Great Fire of London' History Unit will 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>
<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. 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> <p>In the second half term, our second song of the year is 'Ho, Ho, Ho!' by Joanna Mangona</p>

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	<p>and Jane Sebba. This is a Christmas song, but lighter in content as we will be busy practising for our Christmas show.</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, the children will develop their dancing skills. They will show a character and idea through the actions and dynamics they choose. They will copy, remember and repeat a series of actions and continue to develop their confidence to perform. The children will start to describe how their body feels during exercise and begin to provide feedback using key words from the lessons. Throughout the half term, they will have the opportunity to work with different partners using mirroring and unison in their actions and use counts to stay in time with music.</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 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>

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