

## Year 2

### Autumn 1 Curriculum Overview 2023



Curriculum Area	Focus this half term	Opportunities for home learning
English	<p><b><u>Writing Root</u></b> <b><u>Goldilocks</u></b> children use three different versions of Goldilocks for three different, but connected writing outcomes. Children initially familiarise themselves with the traditional version of the tale, using Lauren Child's version and identify the elements of a traditional tale whilst identifying adjectives to describe the character of Goldilocks. They then use these to create a 'Wanted' poster that will be displayed around school. In the next part, children explore the text of <i>Me and You</i> by Anthony Browne where pictures are used to provide a context for why Goldilocks appears at the three bears house. This is a more sympathetic view and the children are asked as an outcome to tell the story from her perspective. In the final part, children write a sequel to the original story, where Goldilocks and the bears meet many years later and they role play and imagine conversations and then look at a published sequel called <i>Goldilocks and Just the One Bear</i> by Leigh Hodgkinson.</p> <p><b><u>Wolves</u></b> children receive a letter from the library to say that a book they borrowed is now overdue (this is the letter found at the back of 'Wolves'). Taking the book back to the library, they meet a fairytale character (adult in role), either Goldilocks or one of the three little pigs. The character explains that there are all sorts of 'rumours' flying around about wolves. Some people are saying they are good, others saying they are bad. The character asks children to help them find out what is fact and what is fiction and if they can create a leaflet that will educate the townsfolk about wolves so that they can keep safe. There is also an additional phonics focus: Revision of /aw/ phoneme, e.g. claws, jaws and learning alternative spellings of known phonemes, e.g. /oo/ spelt 'o', e.g. wolves/wolf.</p> <p><b><u>Literacy Leaf (Guided Reading)</u></b> <b><u>The Spider and the Fly by Mary Howitt</u></b> Children use the skills of retrieval to extract the facts presented about spiders before predicting what will happen using the front page. Key questions are used throughout and opportunities are also given to define the specific vocabulary used.</p>	<p>Regular reading at home</p> <p>Practise and investigate spelling rules using the words on your phonic cards</p> <p>Reading and writing the common exception words for year 1 and 2</p> <p>Handwriting using the correct letter formation.</p> <p>The names of letters of the alphabet.</p>

	<p><b><u>After the Fall by Dan Santat (Guided Reading)</u></b></p> <p>Children will return to the original (Humpty Dumpty) and consider what happened next - did he get up? Or was that the end? Following Humpty on his quest to regain his confidence and overcome his newly developed fear of heights, children will explore the author's use of vocabulary to retrieve and infer, sequence events in order and analyse the illustrator's use of colour to tell parts of the story. The leaf culminates in children expressing their likes, dislikes, puzzles and connections about the text before creating an advertisement to publicise it to others.</p>	
<b>Numeracy</b>	<p><b>Place Value</b> Working with numbers up to 100 including counting objects, recognising tens and ones, partitioning and writing numbers correctly Counting in 2s, 5s, 10s and 3s</p> <p><b>Addition and Subtraction</b> Bonds to 10 and 100 Fact families Adding and subtracting 1's</p>	<p>Practise correctly writing the digits 1-9</p> <p>Pairs of numbers that make 6, 7, 8, 9 and 10.</p> <p>Counting in steps of 2, 10 and 3</p>
<b>Science</b>	<p><u>Materials</u> Naming common materials and identifying their properties. Considering their suitability for a given purpose Recycling</p>	
<b>RE</b>	<p>What is God like? Learning parables and other Bible stories that show God as a loving father</p>	
<b>Humanities Geography-</b>	<p>Comparing the British Isles to Trinidad</p>	
<b>Art</b>	<p>Primary and secondary colours contrasting and complementary colours Investigating tone.</p>	
<b>PSHE</b>	<p>Making Friends Our Family</p>	
<b>Computing</b>	<p>Technology around us</p>	
<b>PE</b>	<p>Invasion Games</p>	