

High Ham Primary School Autumn Term Curriculum Plan: Elm Class (Year 2) 2024/25

	Summer 1	Key Focus/Outcomes	Summer 2	Key Focus/Outcomes
English	<p>'The Tunnel' Anthony Browne</p> <p>Autumn poetry</p>	<p>Characters and settings</p> <p>Narrative writing Poetry writing</p> <p>Grammar: Using subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Using expanded noun phrases for description and specification</p> <p>Consistent use of present tense and past tense in writing</p>	<p>'The Midnight Fair' Gideon Sterer</p> <p>Whole school project 'The Jolly Christmas Postman'</p>	<p>Persuasive writing Letter writing Instructions Recount</p> <p>Grammar: Forming nouns using suffixes such as –ness, –er and by compounding Forming adjectives using suffixes such as –ful, –less Using the suffixes –er, –est in adjectives and the use of –ly to turn adjectives into adverbs Using commas to separate items in a list Using apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p>
Maths	<p>Place value</p> <p>Addition and subtraction</p>	<ul style="list-style-type: none"> • Numbers to 20 • Count objects to 100 by making 10s • Recognising tens and ones and using a place value chart Partitioning numbers to 100 • Writing numbers to 100 in words • Flexibly partitioning numbers to 100 • Writing numbers to 100 in expanded form • 10s on the number line to 100 • 10s and 1s on the number line to 100 • Estimating numbers on a number line • Comparing objects and numbers • Ordering objects and numbers • Counting in 2s, 5s and 10s • Counting in 3s 	<p>Addition and subtraction</p> <p>Shape</p>	<ul style="list-style-type: none"> • Adding across a 10 • Subtracting across 10 • Subtracting from a 10 • Subtracting a 1-digit number from a 2-digit number (across a 10) • 10 more, 10 less • Adding and subtracting 10s • Adding two 2-digit numbers (not across a 10) • Adding two 2-digit numbers (across a 10) • Subtracting two 2-digit numbers (not across a 10) • Subtracting two 2-digit numbers (across a 10)

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		<ul style="list-style-type: none"> • Bonds to 10 • Fact families - addition and subtraction bonds within 20 Related facts • Bonds to 100 (tens) • Adding and subtracting 1s • Adding by making 10 • Adding three 1-digit numbers • Adding to the next 10 		<ul style="list-style-type: none"> • Mixed addition and subtraction • Comparing number sentences • Missing number problems • Recognising 2-D and 3-D shapes • Counting sides on 2-D shapes • Counting vertices on 2-D shapes • Drawing 2-D shapes • Lines of symmetry on shapes • Using lines of symmetry to complete shapes • Sorting 2-D shapes • Counting faces on 3-D shapes • Counting edges on 3-D shapes • Counting vertices on 3-D shapes • Sorting 3-D shapes • Making patterns with 2-D and 3-D shapes
<p style="text-align: center;">Science</p>	<p style="text-align: center;">Living things: Habitats</p>	<ul style="list-style-type: none"> • Considering the life processes that all living things have in common, pupils classify objects into alive, was once alive or has never been alive. • They name plants and animals in a range of habitats and recognise how living things depend on each other. • Pupils create food chains to show the sequence that living things eat each other. 	<p style="text-align: center;">Living things: Microhabitats</p>	<ul style="list-style-type: none"> • Building on their knowledge of habitats, pupils discover that microhabitats provide what minibeasts need to survive. • They learn that scientists use a range of skills to answer questions and plan and carry out an experiment to find out the conditions that woodlice prefer.
<p style="text-align: center;">Geography</p>	<p style="text-align: center;">Would you prefer to live in a hot or cold place?</p>	<ul style="list-style-type: none"> • Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. • Learning the names and locating the continents of our world. 	<p style="text-align: center;">Would you prefer to live in a hot or cold place?</p>	<ul style="list-style-type: none"> • Looking at features in the North and South Poles and Kenya. • Comparing weather and features in the local area. • Learning the four compass points.

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History	How was school different in the past?	Understanding that although schools have been in the local area for a long time, they have not always been the same.	How was school different in the past?	Identifying historical similarities and differences; using a range of sources to recognise continuity between children's lives past and present.
Music	West African call and response song – (Animals)	Using instruments to represent animals, copying rhythms, learning a traditional Ghanaian call and response song and recognising simple notation, progressing to creating call and response rhythm.	Musical Me	Children learn to sing the song 'Once a man fell in a well' and to play it using tuned percussion. Using letter notation to write a melody.
DT	Art		Mechanisms: Making a moving monster	Explore levers, linkages and pivots through existing products and experimentation, use this research to construct and assemble a moving monster.
Art	Drawing: Tell a story	Using storybook illustration as a stimulus, children develop their mark-making to explore a wider range of tools and experiment with creating texture to add detail to drawings.	DT	
PE	Fundamentals Ball skills	<ul style="list-style-type: none"> Mastering basic movements including running, jumping and throwing. Developing balance, agility and co-ordination and begin to apply these in a range of activities. Mastering basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending. 	Gymnastics Sending and receiving	<ul style="list-style-type: none"> Mastering basic movements as well as developing balance, agility and co-ordination. Mastering basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.
RE	What is Hinduism?	<p>Know the term Hinduism and know followers are called Hindus.</p> <ul style="list-style-type: none"> Identify these stories with the Hindu faith and know that its followers are called Hindus. Whilst this happened in India and Hinduism started there, Hindus now live all over the world. Recognise the symbol for Aum (Om) and know how it is correctly pronounced. Know that Aum is often used as the symbol for Hinduism. Raise and suggest answers to relevant questions in response to the belief in Dharma. 	What do Jewish people believe about God and the Covenant?	<p>Know that Jews believe in one God who created the universe.</p> <ul style="list-style-type: none"> Know basic elements of the story found in Genesis: God made the world from nothing God Makes everything in the world, including plants and animals Man is the last to be made Man is made last and is given responsibility to care for the world God has created Know that the Jewish name for God is Adonai which mean 'Lord'. Jews use the name with great respect, never carelessly. Sometimes Jews

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		<ul style="list-style-type: none"> • Attempt to support their answers using reasons and/or information. 		<p>write the words as God because of its sacredness.</p> <ul style="list-style-type: none"> • Be able to recognise the Star of David as a symbol of Judaism, which represents the 6 days of creation found in Genesis. • Know that Jews live all over the world, but Israel is considered very special as it was promised to Abraham and his descendants by God. • Raise and suggest answers to relevant questions in response to the story of creation. • Attempt to support their answers using reasons and/or information.
<p style="text-align: center;">PSHE</p>	<p style="text-align: center;">No Outsiders: Can I join your Club? John Kelly and Steph Laberis</p> <p style="text-align: center;">What makes a good friend?</p>	<ul style="list-style-type: none"> • how to make friends with others • how to recognise when they feel lonely and what they could do about it <ul style="list-style-type: none"> • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy 	<p style="text-align: center;">What is bullying?</p>	<ul style="list-style-type: none"> • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so
<p style="text-align: center;">Computing</p>	<p style="text-align: center;">Computing systems and networks IT around us</p> <p style="text-align: center;">Online Safety: I am kind and responsible</p>	<ul style="list-style-type: none"> • Learners 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 style="text-align: center;">Creating media Digital photography</p> <p style="text-align: center;">Online Safety: I am kind and responsible</p>	<ul style="list-style-type: none"> • Learners 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.

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