

Year 2 Autumn 1: Maybe it's because I'm a Londoner

Curriculum connections

2

English

Writing:

- Write an acrostic poem about a London landmark
 - Imitate, innovate and write a story based on The Lonely Beast
 - Write a recount of the London Eye Trip
 - Use effective adjectives which link to the five senses
 - Develop writing in a cursive script
 - Learn high frequency spelling words and patterns
- Reading:** Develop fluency when reading
- Use expression to engage an audience
 - Answer retrieval questions from a text
 - Develop inference skills
 - Choose books for pleasure to read with friends and family



2

Maths

- Focus on place value of numbers by recognising tens and ones
- Count objects to 100 by making 10s
- Partition numbers to 100
- Write numbers to 100 in words and expanded form
- Estimate numbers on a number line
- Compare and order objects and numbers
- Count on in 2s, 5s, 3s and 10s
- Recall number bonds to 10
- Identify related facts and fact families
- Add and subtracts 1s
- Add by making 10
- Add three 1-digit numbers

2

Geography

Maybe it's because I'm a Londoner

- Know what landmarks are and know why they are important
- Use aerial photographs and plan perspectives to recognise landmarks and basic and human physical features
- Use vocabulary such as landmarks, eastings, northings, grid references, harbour, tourism, urban and city
- Explore maps of London
- Use Google Earth to look at aerial views of London
- Know what a simple map needs to include in order to design their own map of Central London
- Compare London with Sydney, Australia

2

D&T

Maybe it's because I'm a Londoner: Building a bridge

- Explore and evaluate a range of existing products
- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products
- Design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- Build structures, exploring how they can be made stronger, stiffer and more stable

2

1



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Science

Materials

Describe objects, including naming the material from which they are made

Identify objects made of a particular material

Explain if a material is a good choice for an object

Test materials to check if they are fit for a particular purpose

Invent creative and unusual uses for everyday materials

Use correct scientific vocabulary to describe materials

Suggest reasons why some materials are more suitable for making items from (e.g. a teabag) than others

2

Religious & World View Education

Christianity

Understand who a Christian is and what they believe about god

Understand why Jesus is important to Christians

Explore the miracles of Jesus and what they teach Christians

Explore how stories from the New Testament impact Christians' lives

Understand why Christians pray

1

Computing

What is a computer?

Recognise the parts of a computer

Explore what a computer is by identifying how inputs and outputs work

Explore how computers are used in the wider world

Online safety: Learn how information put online can last a long time

Know who to talk to if something has been put online without consent

1

PE

Linking

Explore how champion gymnasts connect movements on and off apparatus

Perform sequences of jumps, rolls and balance

Hands

Develop dribbling in order to keep control and possession of the ball

Practice passing balls to keep possession and score points

2

Music

Exploring Pulse and Tempo

Maintain a steady beat

Adjust the speed of the beat in response to music

Play copycat rhythms accurately.

Perform short repeating rhythms

Understand and demonstrate dynamics and tempo while singing

Sing short phrases within a game or short song

1

2

PSHE

Being Me in My World

Identify some hopes and fears for this year

Understand the rights and responsibilities for being a member of the class and school

Listen to other people and contribute ideas about rewards and consequences

Recognise choices and understand the consequences

2

Spanish

Shapes

Recognise and name common shapes in Spanish. Develop understanding of gendered articles un and una. Pupils also revisit and use adjectives of colour to describe shapes in simple phrases. Cultural understanding is developed through exploring the work of the Spanish artist Antoni Gaudí, linking shapes and colours to his architecture and designs

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