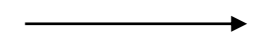


Class: Year 2 Owl Class		Autumn Term 2					Half Termly Curriculum Map	
Topic: Deep in the Woods								
	Week 1 29 th - 2 nd Nov	Week 2 5 th - 9 th Nov	Week 3 12 th - 16 th Nov	Week 4 19 th - 23 rd Nov	Week 5 26 th - 30 th Nov	Week 6 3 rd - 7 th Dec RWI assessments PIRA and PUMA tests	Week 7 10 th - 14 th Dec	
English	<p>Writing for different purposes.</p> <p>Topic Launch 'Deep in the Woods'.</p> <p>What do the children know? What do they want to find out?</p> <p>Storytelling: Little Red Riding Hood- The Wolfs Side.</p> <p>Persuasive Writing.</p> <p><u>Week 1-8</u> <i>Phonics: Teach set 2 and set 3 sounds. Blending and segmenting words with Set 2/3 sounds in. Alien Words-set2/3. Fred fingers to write words with set 2/3. Hold a sentence with set2/3 words.</i></p>	<p>Writing a narrative.</p> <p>Story Telling- Little Red Riding Hood.</p> <p>I can retell the story of little red riding hood using a story Map.</p> <p>Children to learn the story of little red riding hood using a story map. Children to use Pie Corbett actions to remember key words in the story.</p> <p>Children to create their own story map to help them remember the story.</p> <p><u>Week 1-8</u> <i>Phonics: Teach set 2 and set 3 sounds. Blending and segmenting words with Set 2/3 sounds in. Alien Words-set2/3. Fred fingers to write words with set 2/3. Hold a sentence with set2/3 words.</i></p>	<p>Writing a narrative.</p> <p>Story Telling- Little Red Riding Hood</p> <p>I can innovate the story of Little Red Riding Hood.</p> <p>Children to use their story maps they made in week two to innovate their story. Children to change the story by changing characters/events.</p> <p><u>Week 1-8</u> <i>Phonics: Teach set 2 and set 3 sounds. Blending and segmenting words with Set 2/3 sounds in. Alien Words-set2/3. Fred fingers to write words with set 2/3. Hold a sentence with set2/3 words.</i></p>	<p>Writing a narrative.</p> <p>Story Telling- Little Red Riding Hood</p> <p>I can write a narrative based on the story of 'Little Red Riding Hood'.</p> <p>Children to use their innovated story maps to help them write their own story based on the original.</p> <p><u>Week 1-8</u> <i>Phonics: Teach set 2 and set 3 sounds. Blending and segmenting words with Set 2/3 sounds in. Alien Words-set2/3. Fred fingers to write words with set 2/3. Hold a sentence with set2/3 words.</i></p>	<p>Big Write</p> <p>Read another traditional story- Hansel and Gretal</p> <p>Read letter from the Gretal retelling the events. Children to talk to their partners- what happened. Sequence of events.</p> <p>Gretal needs the children help to write it as a story.</p> <p>Children to write a simple version of the story 'Hansel and Gretal'.</p> <p><u>Week 1-8</u> <i>Phonics: Teach set 2 and set 3 sounds. Blending and segmenting words with Set 2/3 sounds in. Alien Words-set2/3. Fred fingers to write words with set 2/3. Hold a sentence with set2/3 words.</i></p>	<p>Writing for different purposes.</p> <p>I can write instructions.</p> <p>Children to write instructions for building their own bug hotel. (Children to make a bug hotel previous week.)</p> <p>Features to discuss, title, hook, list/bullet points, use of brackets.</p> <p><u>Week 1-8</u> <i>Phonics: Teach set 2 and set 3 sounds. Blending and segmenting words with Set 2/3 sounds in. Alien Words-set2/3. Fred fingers to write words with set 2/3. Hold a sentence with set2/3 words.</i></p>	<p>Mousehole Cat</p> <p><u>Writing for different purposes.</u></p> <p>Character descriptions.</p> <p><u>Week 1-8</u> <i>Phonics: Teach set 2 and set 3 sounds. Blending and segmenting words with Set 2/3 sounds in. Alien Words-set2/3. Fred fingers to write words with set 2/3. Hold a sentence with set2/3 words.</i></p>	
Reading	Guided Reading Groups Look at Stories.	Guided Reading Groups Look at Stories.	Guided Reading Groups Look at Stories.	Guided Reading Groups Look at Stories.	Guided Reading Groups Look at Stories.	Guided Reading Groups. Look at Stories.	Guided Reading Groups Look at Stories.	
RWI	<p>LAUNCH NEW GROUPS</p> <p>RWI lessons ongoing RWI sessions to run 4 times weekly.</p> <p>Revisit set 2 and set 3 sounds.</p>	<p>RWI lessons ongoing RWI sessions to run 4 times weekly.</p> <p>Revisit set 2 and set 3 sounds.</p>	<p>RWI lessons ongoing RWI sessions to run 4 times weekly.</p> <p>Revisit set 2 and set 3 sounds.</p>	<p>RWI lessons ongoing RWI sessions to run 4 times weekly.</p> <p>Revisit set 2 and set 3 sounds.</p>	<p>RWI lessons ongoing RWI sessions to run 4 times weekly.</p> <p>Revisit set 2 and set 3 sounds.</p>	<p>RWI lessons ongoing RWI sessions to run 4 times weekly.</p> <p>Revisit set 2 and set 3 sounds.</p>	<p>RWI lessons ongoing RWI sessions to run 4 times weekly.</p> <p>Revisit set 2 and set 3 sounds.</p>	
Big write					Writing a narrative based on a Nick Butterworth story.			
Maths	<p>Addition and subtraction Adding 2 digit numbers not crossing ten Subtraction 2 digit numbers not crossing ten</p>	<p>Addition and subtraction Adding a two digit and a 1 digit crossing ten. Adding and subtracting 2 digit numbers crossing ten</p>	<p>Money Counting money Making the same amounts Comparing money</p>	<p>Money Finding the total, the difference and giving change. Solving problems involving money.</p>	<p>Multiplication and division Recognising equal groups Making equal groups Adding equal groups</p>	<p>Assessment week - PUMA tests Combined with practical activities/maths of the</p>	<p>Multiplication and division Using arrays Multiplication sentences from pictures.</p>	

		Adding 3 one digit numbers.				day	
Science		<p>Science I can identify that living things live in habitats to which they are suited.</p> <p>Look at a range of different animals and sort animals into their habitats. Children to explain why they are suited to their habitats.</p>	<p>Science I can describe an animal and their habitat.</p> <p>Choose an animal and describe their features and habitats.</p>	<p>Science I can describe how a habitat meets the needs of the animal.</p> <p>Where the animal habitat is?</p> <p>What the animal will need in its home.</p> <p>What food will the animal collect.</p>	<p>PARENT WORKSHOP. Animal Huts and Natural Art</p> <p>Workshop 1: Build habitats with their children for creatures living on our field.</p> <p>Workshop 2: Use natural resources to create Art in the environment.</p>	<p>Science I can create a food chain to describe how animals obtain their food from plants and animals.</p> <p>Look at food chains.</p> <p>Children to use pictures to create and describe a food chain. Use captions to describe it</p>	<p>Science I can ask and answer questions using information.</p> <p>Children to go on woodland hunt in the school grounds and record how many animals/insects they found. Children to use their information to ask and answer questions about the animals in their local environment.</p>
Art and Design	Look at the work of Artists in representing Autumn - link to Autumn walk.	Evaluate colour and pattern - look at colour palettes experiment with adding yellows or whites to create a graduated colour palette.	Write a written response to a piece of Autumn art work - review colour and texture		<p>PARENT WORKSHOP. Animal Huts and Natural Art</p> <p>Workshop 1: Build habitats with their children for creatures living on our field.</p> <p>Workshop 2: Use natural resources to create Art in the environment.</p>		
Computing			ICT- To search on the internet for animal habitats. Children to record the animals features and habitats.		ICT-Children to use I pads to take pictures of their learning with their family.		
Design Technology					Design a Christmas money box - save pennies over the year.	Make box - using a net - copy design onto box.	Evaluate box - what could they improve on ? what was easy or difficult to do?
Geography							
History							
Music	Cornet - learning rhythm and musical notation						Cornet extravaganza concert for parents.
Physical Education	<p>Games - Travelling with the ball I can stop a ball with my feet before passing it. I can move into a given space within a game. I can begin to understand where to stand to make a game more difficult for an opponent.</p> <p>I can link two movements together with control I can perform a range of skills with control I can perform a range of skills with control and consistency</p>			<p>Games - Travelling with a ball I can hit a ball with a tennis style bat or racquet I can move into a given space within a game. I can begin to understand where to stand to make a game more difficult for an opponent.</p> <p>I can link two movements together with control I can perform a range of skills with control I can perform a range of skills with control and consistency</p>			
Religious Education	Who is Jesus? Discuss stories in the Bible	Who is Jesus? The Good Samaritan - character	Who is Jesus? The Lost Sheep - discuss people	Who is Jesus? Read a story from the New	Who is Jesus? Introduce Advent - look at the	Who is Jesus? Learn the nativity	Who is Jesus?





	- they teach us how to live a good life. How to be a good person poster.	description of the key characters in the story - what were the good characteristics.	wo look after us. What are the good qualities of these people - what do they all have in common	Testament focusing on one of the miracles - how did Jesus help people?	4 aspects - peace, love, joy, and hope.	story - create a story wheel	
PSHE	SMSC- revisit expectations after the holidays. Revise school rules, behaviour policy. Discuss visit from PSCO what messages did he share?		That money comes from different sources and can be used for different purposes, including the concepts of spending and saving	About the role money plays in their lives including how to keep it café, choices about spending or saving money and what influences those choices			
Outdoor learning	Looking for signs of Autumn - discuss colours and feelings.				Parent Workshops. Use of field to build habitats for animals in our environment. Art-natural resources to create Art outside. BUG HOTEL Children to design and make a big hotel on the field.		Nature Walk To collect information about habitats and animals in our local environment
Educational visits/visitors					The Mousehole Cat theatre group.		