

## Year 2 Curriculum Information Autumn 1 2024-2025

### Maths

In maths, we will be learning place value to 100 and beginning addition and subtraction:

- Numbers to 20.
- Count objects to 100 by making 10s.
- Recognise tens and ones.
- Use a place value chart.
- Partition numbers to 100.
- Write numbers to 100 in words.
- Flexibly partition to 100.
- Write numbers to 100 in expanded form.
- 10s on the number line to 100.
- 10s and 1s on the number line to 100.
- Estimate numbers on a number line.
- Compare objects.
- Compare numbers.
- Order objects and numbers.
- Count in 2s, 5s & 10s.
- Count in 3s.
- Bonds to 10.
- Fact families – Addition and subtraction bonds to 20.
- Related facts.
- Bonds to 100 (tens).
- Add and subtract 1s.

*You can help your child at home by practising number bonds, giving opportunities to recognise, read and count numbers to 100, comparing groups of objects and counting in 2s, 3s, 5s and 10s.*

### Science

The children will begin every half term this year by looking at the micro-habitats around school and seeing what organisms (living things) they can observe.

The children will also be learning about materials and what they are used for. This will include testing materials for their suitability in for different purposes, including for building houses at the request of a local building merchant and plugging the hole in 'dear Liza's' bucket. The children will learn by working scientifically – asking questions, observing closely, using observations to answer questions, gathering and recording data, performing simple tests, and much more.

*You can help your child at home by discussing the properties of different materials (e.g. plastic can be smooth, metal can be shiny, wood can be strong, etc.) and how this makes them suitable for different uses (e.g. wood is good for furniture because it is strong, etc.). You can also go on walks and observe the changing weather and how this affects plants, animals and the habits of humans (e.g. clothing, activities, etc.).*

### Art and Design

**Drawing: Tell a story**

Please see Knowledge Organiser for more information.

### Design and Technology

**Structures: Baby Bear's Chair**

Please see Knowledge Organiser for more information.

### Music

**Ourselves  
Toys**

Please see the unit overviews for more information.

### English

In the first three weeks of English, we are reading:

- 'Wolves' by Emily Gravitt

The children receive a letter from the library to say that a book they borrowed is now overdue. Taking the book back to the library, they meet someone who explains that there are all sorts of 'rumours' flying around about wolves. Some people are saying they are good, others saying they are bad. They ask the 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.

In the next three weeks of English, we are reading:

- 'Goldilocks and The Three Bears' by Lauren Child
- 'Me and You' by Anthony Browne
- 'Just the One Bear' by Leigh Hodgkinson

Children initially familiarise themselves with the traditional version of the tale, using Lauren Child's version and identify the elements of a traditional tale. They use the story to identify adjectives to describe the character of Goldilocks before creating a 'Wanted' poster that will be displayed around school. In the next part, children explore the text of Me and You 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. They role play and imagine conversations and then look at a published sequel called Goldilocks and Just the One Bear by Leigh Hodgkinson.

*You can help your child at home by reading and retelling traditional tales (Goldilocks, Little Red Riding Hood, Jack and the Beanstalk, etc.), reading non-fiction books about animals, and considering stories from other points of view.*

### Computing

#### **Information technology around us**

The children will develop their understanding of what information technology (IT) is and will begin to identify examples. They will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. Learners will then investigate how IT improves our world, and they will learn about the importance of using IT responsibly.

### PSHE Focus:

Family and friends

**PE:** PE is taught twice a week by Game On coaches. Please send your child into school in their PE kits on Mondays and Fridays.