

**Curriculum Overview**  
**Millipedes (Year 2) Autumn Term 2023**

Interconnected Question: How can you bring a traditional tale to life?

Key Texts	Anticipated Writing Outcomes
<p><b>English -</b></p> <p><i>The Goldilocks Project: Goldilocks and the Three Bears</i> by Lauren Child  <i>You and Me</i> by Anthony Browne  <i>Goldilocks and Just the One Bear</i> by Leigh Hodgkinson  <i>Jim and the Beanstalk</i> by Raymond Briggs (cross-over with Guided Reading)</p> <p><b>Guided Reading -</b></p> <p>‘Various Fairy Tales (Europe and beyond)’            Applying Phonics knowledge, other strategies for fluency, Making links</p>	<ul style="list-style-type: none"> <li>● To use topic vocabulary to write a range of sentences – statements, commands, questions, and exclamations.</li> <li>● To write a narrative including fairy tale features.</li> <li>● Informal Letters (in role of a character).</li> <li>● Character descriptions – use of descriptive language techniques, such as interesting adjectives, adverbs, and conjunctions (to help extend our sentences).</li> </ul>
Science	Geography
<p><b><u>Autumn 1</u></b></p> <p><b>Everyday Materials – The Three Little Pigs (Sorting and Using Materials)</b></p> <ul style="list-style-type: none"> <li>● To know that materials can be used in a variety of ways</li> <li>● To know that different, everyday objects can be made from the same material</li> <li>● To group materials together and make a record of groupings</li> <li>● To know that every material has many properties which can be recognised using our senses</li> <li>● To use appropriate vocabulary to describe materials</li> <li>● To suggest how to test whether materials are waterproof</li> </ul>	<p><b>Map Making</b></p> <ul style="list-style-type: none"> <li>● Use simple compass directions (north, south, east, west) and locational and directional language (near, far, left, right) to describe the location of features and routes on a map.</li> <li>● To draw a visual representation of a route and describe using geographical language.</li> <li>● To compare different settings.</li> </ul>
	<p style="text-align: center;">History</p> <p><b>The History of Fairy tales</b></p> <ul style="list-style-type: none"> <li>● Traditional tales from different parts of the world</li> <li>● To practise interview skills for historical enquiry</li> <li>● To generate questions for historical enquiry</li> </ul>

<ul style="list-style-type: none"> <li>• To explore ways of answering the question</li> <li>• To use what happened to draw a conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• To find out about history through an interview – <b><i>Children to interview a relative (invited into school) to find out about fairy tales when they were growing up.</i></b></li> </ul>
<p><b><u>Autumn 2</u></b></p> <p><b>Animals Including Humans</b></p> <ul style="list-style-type: none"> <li>• To find out about the offspring of a variety of different animals</li> <li>• To find out about the different ways in which animals reproduce.</li> <li>• To explore how humans grow as they get older.</li> <li>• To find out what animals, including humans, need to survive.</li> <li>• To explore the environment as a factor of survival for animals, including humans.</li> <li>• To find out how to eat a healthy, balanced diet.</li> <li>• To find out why exercise is important to keep our bodies healthy.</li> </ul>	<p style="text-align: center;">Art and Design</p> <p><b>Drawing: Tell a story</b></p> <ul style="list-style-type: none"> <li>• Using a range of fairy-tale storybook illustration as a stimulus, children develop their mark making skills to explore a wider range of tools and experiment with creating patterned surfaces to add texture and detail to drawings.</li> <li>• Painted paper art – designing magical pumpkin carriages. Mixed media project involving painted paper, oil pastels, tempera paints and painted paper scraps to create a magical pumpkin carriage among vines.</li> </ul>
<p>Music</p>	<p>Design and Technology</p>
<p><b>Year 2</b></p> <p><b>Autumn 1</b></p> <ul style="list-style-type: none"> <li>• Session 1: Benjamin Britten Courtly Dances from Gloriana - to compare Britten’s music with Tudor music; to learn the dance steps for a Pavan</li> <li>• Session 2: Benjamin Britten Courtly Dances from Gloriana - to compare Tudor instruments with modern orchestral instruments; to explore crotchet and 2 quaver rhythms</li> <li>• Session 3: Gustav Holst’s St Paul’s Suite - focussing on the Dargason to learn about and sing partner songs</li> </ul> <p><b>Autumn 2</b></p> <ul style="list-style-type: none"> <li>• Bolero - Ravel - dynamics, line and</li> </ul>	<p><b>Textiles – Bedding for the Three Bears</b></p> <ul style="list-style-type: none"> <li>• Drawing - To make geometric patterns using a ruler and explore contrasting colours.</li> <li>• Textiles – To be able to create an effective textile design.</li> <li>• Textiles – To be able to transfer a design accurately onto Binca</li> <li>• Textiles – To be able to use cross-stitch to transfer a design.</li> </ul>

<p>dot notation, composing.</p> <ul style="list-style-type: none"> <li>● Charanga - I Wanna Play In A Band Bolero - Ravel - dynamics, line and dot notation, composing.</li> <li>● Charanga - I Wanna Play In A Band Bolero - Ravel - dynamics, line and dot notation, composing.</li> <li>● Charanga - I Wanna Play In A Band Bolero - Ravel - dynamics, line and dot notation, composing.</li> <li>● Charanga - I Wanna Play In A Band Bolero - Ravel - dynamics, line and dot notation, composing.</li> <li>● Charanga - I Wanna Play In A Band Bolero - Ravel - dynamics, line and dot notation, composing.</li> <li>● Charanga - I Wanna Play In A Band Bolero - Ravel - dynamics, line and dot notation, composing.</li> <li>● Charanga - I Wanna Play In A Band Bolero - Ravel - dynamics, line and dot notation, composing.</li> </ul>	
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**Discrete Subjects**

Maths	
<p>1.) Place Value</p> <ul style="list-style-type: none"> <li>● Recognising tens and ones</li> <li>● Using a place value chart</li> <li>● Partitioning Numbers to 100</li> <li>● Write number to 100 in words</li> <li>● Using a number line to 100</li> <li>● Estimating numbers on a number line</li> <li>● Comparing objects and numbers</li> <li>● Ordering objects and numbers</li> <li>● Count in 2s, 5s and 10s</li> </ul> <p>2.) Addition and Subtraction</p> <ul style="list-style-type: none"> <li>● Using a part whole model</li> <li>● Fact families</li> <li>● Finding number bonds for number within and beyond 10</li> <li>● Comparing number bonds</li> <li>● Addition - adding together and adding more</li> <li>● Subtraction - finding a part</li> <li>● Subtraction - taking away, crossing out</li> <li>● Subtraction - subtraction symbol</li> <li>● Subtraction - find a part, breaking apart</li> </ul>	<p>3.) Geometry</p> <ul style="list-style-type: none"> <li>● Recognising 2-D and 3-D shapes</li> <li>● Drawing 2-D shapes</li> <li>● Lines of symmetry on shapes</li> <li>● Sorting and describing 2-D and 3-D shapes</li> <li>● Making patterns with 2-D and 3-D shapes</li> </ul>

<p style="text-align: center;">Religious Education</p>	<p style="text-align: center;">Relationships, Sex and Health Education</p>
<p><b><u>Autumn 1</u></b></p> <p><b>How do different religious beliefs shape an appreciation of nature?</b>  <b>Twinkl - Y2 Nature and God</b></p> <ul style="list-style-type: none"> <li>● I can recall the Christian Creation story</li> <li>● I can explain why the Creation Story is important to Christians</li> <li>● I can explain why Harvest is important to Christians</li> <li>● I can explain why Sukkot is important to Jews</li> <li>● I can explain the message in the story The Boy Who Threw Stones at Trees</li> </ul> <p><b><u>Autumn 2</u></b></p> <p><b>Why does Christmas matter to Christians? Understanding Christianity: - Incarnation (Digging Deeper)</b></p> <ul style="list-style-type: none"> <li>● To recognise that incarnation is part of the ‘Big Story’ of the Bible</li> <li>● To tell the story of the birth of Jesus and recognise the link with incarnation- ‘Jesus is God on Earth’</li> <li>● To give at least 2 examples of ways in which Christians use the nativity story in church and at home.</li> <li>● To think, talk and ask questions about the Christmas story and the lessons they might learn from it</li> </ul>	<p><b><u>Autumn 1</u></b></p> <p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>● Hopes and Fears</li> <li>● Rights and Responsibilities</li> <li>● Rewards and Consequences</li> <li>● Our Learning Charters</li> <li>● Owning our learning charter</li> </ul> <p><b><u>Autumn 2</u></b></p> <p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>● Boys and girls</li> <li>● Why does bullying happen?</li> <li>● Standing up for myself and others</li> <li>● Gender Diversity</li> <li>● Celebrating difference and still being friends</li> </ul>
<p style="text-align: center;">Physical Education</p>	<p style="text-align: center;">Computing</p>
<p><b><u>Autumn 1</u></b></p> <p><b>Fundamentals</b></p> <ul style="list-style-type: none"> <li>● To explore how the body moves when running at different speeds.</li> <li>● To develop changing direction and dodging</li> <li>● To develop balance, stability and landing safely</li> <li>● To explore and develop jumping, hopping and skipping actions.</li> </ul>	<p><b><u>Autumn 1</u></b></p> <p><b>Computing systems and networks – IT around us (Teach Computing)</b></p> <ul style="list-style-type: none"> <li>● What is IT?</li> <li>● IT in school</li> <li>● IT in the world</li> <li>● The benefits of IT</li> <li>● Using IT safely</li> </ul>

- To develop co-ordination and combining jumps
- To develop combination jumping and skipping in an individual rope

### **Gymnastics**

- To perform gymnastic shapes and link them together.
- To use shapes to create balances.
- To link travelling actions and balances using apparatus
- To demonstrate different shapes, take off and landing when performing jumps.
- To develop rolling and sequence building

### **Autumn 2**

#### **Invasion Games**

- To understand what being in possession means and support a teammate to do this.
- To understand that scoring goals is an attacking skill and to explore ways to do this.
- To understand that stopping goals is a defending skill and explore ways to do this.
- To understand that stopping goals is a defending skill and explore ways to do this.
- To mark an opponent and understand that this is a defending skill.
- To apply simple tactics for attacking and defending.

#### **Dance**

- **THEME: Secret Garden**  
To remember, repeat and link actions to tell the story of my dance.
- **THEME: Secret Garden**  
To develop an understanding of dynamics and how they can show an idea.
- **THEME: Secret Garden**  
Use counts of 8 to help you stay in time with the music.
- **THEME: The Circus**  
To copy, remember and repeat actions using facial expressions to show different characters.
- **THEME: The Circus**  
To explore pathways and levels.
- **THEME: The Circus**  
To remember and rehearse our circus dance

- Using IT in different ways

### **Autumn 2**

#### **Programming A – Robot algorithms (Teach Computing)**

- Giving instructions
- Same but different
- Making Predictions
- Mats and routes
- Algorithm Design
- Debugging

showing expression and character.