

Autumn Term  
Year 2



# Creative Curriculum

Arden Primary School

Subject	Autumn First Half Term	Autumn Second Half Term
TOPIC THEME	SUPERHEROES	REMEMBER REMEMBER
<p>Literacy</p>	<p><b><u>This half term the children will:</u></b>  <b><u>Reading and Writing</u></b>  <b><u>Class Books:</u></b>            Little Red Riding Hood as well as a big visual literacy focus using clips from Toy Story and Superhero films.</p> <p>*Examine characters from the story or clips shown and discuss their appearance and personality.            *Further develop writing skills through character and setting descriptions            *A focus on using adjectives and powerful verbs to describe.            -Plan their own Superhero character with their own character traits.</p> <p><b><u>Speaking and listening</u></b>            *Use subordination (using when, if, that, because) and co-ordination (using or, and, but) to describe events in the clip and actions of a character            *We will be using drama techniques in class to act in role of the character seen and perform to our peers.</p> <p><b><u>Grammar</u></b>            * Develop more complex sentences through the use of clauses and expanded noun phrases e.g, the blue butterfly, the plain flower            * Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences            * Commas to separate items in a list</p> <p><b><u>Spelling</u></b>            *Phase 3 and 4 recap of phonics - digraphs and trigraphs.</p> <p><b><u>Handwriting</u></b>            *Ensure all letters are correctly formed and orientated sitting on the line            *Ensure all ascenders and descenders are appropriate in size as well as capital letters</p>	<p><b><u>This half term the children will:</u></b>  <b><u>Reading and Writing</u></b>  <b><u>Class Books:</u></b>            An anthology of poems focussing on alliteration, repetition, onomatopoeia and rhyme in a collection of shape, acrostic and diamante poems.</p> <p>A focus on performance poetry using examples from Micheal Rosen.</p> <p>*Examine the poetic techniques used in a poem and apply these in own writing through a range of poetry types</p> <p>Research through the use of an interactive encyclopaedia (Heinemann Young Explorer)            *To use skim and scan techniques to extract relevant information needed.            *To discuss a sequence of historical events and act in role to recount what has happened.</p> <p><b><u>Speaking and listening</u></b>            * Read and respond to texts. Perform poems with confidence and expression.            * Clear set of instructions with time connectives, bossy verbs and appropriate features.            * Fire of London recount - acting in role.</p> <p><b><u>Grammar</u></b>            Instructions:            * How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command            * Correct choice and consistent use of present tense and past tense throughout writing            * Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences            * Use of adverbs and verbs to open sentences.</p> <p><b><u>Spelling</u></b>            Spellings have been linked to phonics phase</p>

		<p>4 and 5 including high frequency and tricky words.</p> <p><b><u>Handwriting</u></b></p> <p>*Ensure all letters are correctly formed and orientated sitting on the line</p> <p>*Ensure all ascenders and descenders are appropriate in size as well as capital letters</p> <p>* Introducing joining the two letters when writing a digraph.</p>
Numeracy	<p>Number and place value - estimate and count numbers to 100. Compare and order 2 digit numbers. Find 1 and 10 more than a number. Number bonds to 100, add and subtract numbers to 100. Doubling and halving. 2D shapes. Number club and tables by heart.</p>	<p>Number and place value - compare and order numbers. Add and subtract multiples of 10 from any 2 digit number. Measure - understanding language, cm/m. Solving problems. Money - finding totals. Number club and tables by heart.</p>
Science	<p><b><u>All living things</u></b></p> <p>The children will explore and compare the differences between things that are living, dead, and things that have never been alive. They will also identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>The children will identify and name a variety of plants and animals in their habitats, including micro-habitats and describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p><b><u>Movement/Forces</u></b></p> <p>The work in this unit extends children's understanding of how pushes and pulls affect the movement and shape of objects. The children's experimental and investigative work will focus on thinking about what is expected to happen, making measurements recording, presenting results, deciding whether the results support the prediction and deciding whether comparisons are fair.</p>
Computing	<p><b><u>We are working online.</u></b></p> <p>Using the online school facility, children begin to find work, do work, organise work and communicate with each other for the first time.</p>	<p><b><u>We are using and making maps.</u></b></p> <p>Using online and offline map programs. The children aim to understand where they live as well as find places both locally and in the world. They will also make a map.</p>
Topic (Arts and the Humanities)	<p><b><u>Superheroes</u></b></p> <p>Explore and sketch the appearance and movements of a Superhero. Design and create a Superhero vehicle using different materials.</p>	<p><b><u>Remember Remember</u></b></p> <p>Look at and talk about how fireworks look and move. Sketch and create 3D fireworks.</p> <p><b><u>Remember Remember (including Shakespeare)</u></b></p> <p>Pupils should be taught about past historical events that have made a significant impact on today's society.</p>
P.E.	<p><b><u>Gymnastics</u></b></p> <p>In gymnastics the students will look at moving in different ways and learn to perform a variety of balances, rolls and jumps. They will then focus on combining these movements into a sequence which they can perform with control and co-ordination. They will</p>	<p><b><u>Mini Basketball</u></b></p> <p>In this team game, students will look at developing good technique and consistency in the basic skills of basketball. They will learn to throw, catch, dribble and shoot. They will work in small sided games to improve their skills and start to use simple</p>

	<p>also start to evaluate their own and others performances by describing what they have done and identifying areas which could be improved upon.</p>	<p>tactics to outwit their opponents. They will also learn about the importance of exercise as part of their health and well being</p>
R.E.	<p><b>Disposition: Living by Rules</b>  Discuss the rules that we have in the classroom. Why do we have them? Are there any other rules around school? Where else do we have rules? (Home, in the community and school. Think about the school rules, should everyone abide by them? Why? Would it be fair to all have different rules? Design posters for one of the class rules. Why have they chosen that rule? Why is it an important rule?</p> <p><b>Disposition: Being Temperate, Exercising Self Discipline and Cultivating Serene Contentment.</b>  Discuss how we behave and what affects this? How do others behave? Discuss how we should respond to certain scenarios and actions. What is behaving reasonably?  Look at how the concept of creation demands a deep sympathy for others and for other things. How accepting should we be?  What influences your behaviour?  How do religions teach you to respond to things that make you feel angry or hurt?  How does faith affect behaviour?  How did Allah influence the life of prophet Yusuf (Joseph)</p>	<p><b>Disposition: Being Regardful of Suffering</b>  What hurts you?  Begin to understand suffering in terms of its physical and emotional intensity.  How did Jesus make people better? Introduce how Jesus relieved suffering.  How do Christians (or other RT) try to make things better?  Begin to understand how people of faith respond to suffering (in our city).</p> <p><b>Disposition: Sharing and Being Generous</b>  Do you like to give and receive presents?  Begin to explore the British tradition of giving Christmas gifts and how it has changed over the last 50 years or so.  What can we learn from the very first Christmas presents?  Begin to understand that Jesus' life was planned from before he was born.  Are you rich enough to share?  To begin to consider why Christians give gifts at Christmas.</p>
PSHEE and Citizenship	<p>Children will be taught;</p> <ul style="list-style-type: none"> <li>• what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</li> <li>• the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls</li> <li>• to communicate their feelings to others, to recognise how others show feelings and how to respond</li> <li>• to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</li> </ul>	

	<ul style="list-style-type: none"><li>• to help construct, and agree to follow, group, class and school rules and to understand how these rules help them</li><li>• about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</li><li>• REMEMBRANCE/POPPY APPEAL ANTI BULLYING WEEK</li></ul>
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