



LAWFORD C of E PRIMARY SCHOOL  
Y2 CURRICULUM OVERVIEW AUTUMN 2024  
Miss Woods & Mrs Mower



**Autumn 1 enquiry Question – What are the differences between life in the polar regions and life in the UK?**

We will be learning about the Polar regions and exploring what life there is on the opposite ends of our world, and how it survives. We will focus on the animals that live there and how they have adapted to live in the coldest places on Earth. We will compare the UK and the Arctic towns and make comparisons. We will think about what impact our actions are having on the planet and the consequences for the life that lives in the Poles.

**Autumn 2 enquiry Question – How did fire change London?**

Children will use a range of sources of evidence to learn about the events that caused the Great Fire of London and how this effected and changed life during the Stuart times.

**Key Concepts to Explore:**

Concepts: identity, change, fairness, conflict, care, power

English



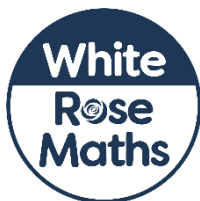
**The aims in the curriculum are that all children will develop positive attitudes and stamina for writing by:**

- writing for different purposes - Information texts about polar animals
- writing fictional narratives based on the story 'Leaf'
- writing poetry with a fireworks night theme
- writing a letter to Father Christmas
- writing a newspaper report based on 'The Great Fire of London'

**Children will also be taught to:**

- develop pleasure in reading by listening to, reading, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction
- apply their phonic knowledge and skills to decode words through daily phonics 4 five sessions
- continue to build on the amount of Year ½ common exception words they know both in their reading and their spelling as well as the high frequency words for KS1
- Build on their knowledge of spelling patterns using the No Nonsense spelling scheme focusing on patterns such as gn etc.
- use sentences with different forms: statement, question, exclamation and command
- use present and past tense correctly and consistently
- use expanded noun phrases to add description in their writing





Maths





**The aims in the curriculum are that all children will :**

- develop confidence and mental fluency with whole numbers, counting and place value
- use a range of practical resources to help develop these concepts and to learn new methods; practical, mental and written, for all four operations
- recognise, describe, draw, compare and sort different shape and use the related vocabulary
- be able to read and spell mathematical vocabulary
- White Rose focuses – Place Value, Addition and Subtraction and Shape

*All of these concepts will be taught and practised during the daily maths lesson as well as during our 'Arithmetic' sessions each day.*

	<p><b><u>Religious Education (RE)</u></b></p> 	<p><b><u>Why is light an important symbol for Christians, Jews and Hindus?</u></b></p> <p>Children will explore light as a symbol for Christians, Jews and Hindus. They will use images, stories, art and artefacts to compare and contrast the significance of light in the three different religions.</p> <p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• Explore the creation story (Genesis) focusing on day 1.</li> <li>• Read Moses and burning bush (Exodus 3/4) and watch parts of 'Prince of Egypt'.</li> <li>• Listen to and re-enact the story of Rama and Sita and explore how it links to the festival of Diwali.</li> <li>• Understand the story of Hanukah and the symbolism of the Menorah.</li> <li>• Reflect on what is the same about the understanding is of light in different religions? What is different?</li> </ul>
	<p><b><u>Science</u></b></p> 	<p>Children will learn about habitats that are suited to different animals around the world with a particular focus on Antarctica and the Arctic. Children will look at how animals in Antarctica and the Arctic are suited to their habitat and how the habitats support survival by the food chains that are there.</p> <p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• explore and compare the differences between things that are living, dead and things that have never been alive</li> <li>• identify that most living things live in habitats to which they are suited and compare local habitats with those in the polar regions</li> <li>• describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other 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</li> </ul>
	<p><b><u>Computing</u></b></p>	<p>The children will develop an understanding and awareness of IT around them in both school and the wider world. They will recognise the value of using technology and have the knowledge to make reasonable choices when needing to complete a task.</p>
	<p><b><u>Geography</u></b></p> 	<p><b><u>I wonder how the UK and the Polar regions are similar and different...</u></b></p> <p>Our geography topic will provide the main theme for the term. In learning about the polar regions children will:</p> <ul style="list-style-type: none"> <li>• develop their locational knowledge and name the seven continents and five oceans</li> <li>• develop their geographical skills by using world maps, atlases and globes to identify the equator and the countries that are close and distant in location to the equator</li> <li>• compare human and physical features of the UK and Greenland</li> <li>• develop their locational knowledge and name the four countries of the UK and their capital cities</li> </ul>
	<p><b><u>History</u></b></p> 	<p><b><u>How did fire change London?</u></b></p> <p>History will feature through looking at events beyond living memory. Children will use a range of sources of evidence to learn about the events that caused the Great Fire of London and how this effected and changed life during the Stuart times.</p> <p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• learn about events beyond their living memory, for example the Great Fire of London</li> </ul>

		<ul style="list-style-type: none"> <li>Children will be making their Great Fire of London house as homework and then we will have our own 'Great Fire of Lawford'</li> </ul>
	<p><b><u>Art</u></b></p> 	<p><b>Explore and Draw unit...</b></p> <p>In this pathway children are introduced to the idea that artists can be collectors: they go out into the world, look at things in new ways, and bring things back to the studio to inspire their art.</p> <p>Children explore observational drawing and experimental mark making, and think about how they can use composition to create their artwork. The exercises and projects in this pathway encourage children to begin to develop hand-eye coordination through slow and paced looking. This is balanced by encouraging children to nurture a playful exploration of media, a curiosity towards the world around them, and to begin to take creative risks/trust instinct.</p>
	<p><b><u>Design and Technology</u></b></p> 	<p><b>Let's go fly a kite!</b></p> <p><b>Children will:</b></p> <p>Learn to test different materials, design kites, construct a carp kite and a diamond kite, fly kites and evaluate their own creations.</p>
	<p><b><u>PSHE</u></b></p>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>learn how to recognise risky or negative relationships including all forms of bullying and abuse</li> <li>learn how to value difference</li> <li>children will complete lesson 1 of the HRSE curriculum</li> </ul>
	<p><b><u>Physical Education (PE)</u></b></p>	<p><b>Children will :</b></p> <ul style="list-style-type: none"> <li>Boot camp</li> <li>Multi-skills</li> </ul>
	<p><b><u>Music</u></b></p>	<p><b>Charanga</b></p> <ul style="list-style-type: none"> <li>Pulse, Rhythm and Pitch</li> <li>African Music</li> </ul>
	<p><b><u>Visits/visitors:</u></b></p> <p><b>Polar Fun Day</b> – a themed day full of activities to experience what life in the polar regions is really like.</p> <p><b>Polar Explorer-</b> a visit from a real life Polar explorer</p>	