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| **English**  **As readers and writers we will learn to…**  read further common exception words.  listening to, discussing and expressing views about a wide range of stories  writing narratives about personal experiences and those of others (real and fictional)  planning or saying out loud what we are going to write about  learning how to use both familiar and new punctuation correctly - including full stops, capital letters,  learning to spell common exception words | **Maths**  **As mathematicians we will learn to...**  Place value within 20  Addition and subtraction within 20  Place value within 100  Geometry: shape | **Science**  **As scientists we will learn to...**  explore and compare the differences between  things that are living, dead, and things that have never been alive.  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.  Identify and name a variety of plants and animals in their habitats, including micro-habitats.  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. | **RE**  **As thinkers we will learn ...**  about Islam and the key beliefs and ways of living for Muslims. We will learn about some of the key Muslim beliefs about God found in the Shahadah and learn about the 99 names of Allah. We will encounter stories about the Prophet and find out about what these teach Muslims today about ways of living. We will learn about the five pillars of Islam and how these impact upon the lives of believers. We will learn about the importance of prayer and what it means for Muslims all over the world.  This is the first time children are introduced to Islam. |
| **PE/ Games**  **As sports people we will learn to…**  perform basic fundamental movement skills. We will learn to develop a range of basic skills, actions and ideas. We will begin to remember and repeat simple skills and actions with increasing control, showing agility, balance and coordination. We will apply these actions and skills in isolation and in a combination. We will observe, copy and describe what they have learnt, suggesting how we could improve. | **KS1** **Year 2**  **AUTUMN 1 CURRICULUM** | | **History**  **As historians we will learn to…**  Think about Events beyond living memory that are significant nationally or globally  The Great Fire of London  We will develop an awareness of the past, using common words and phrases relating to the passing of time.  We will show where people and events fit within a chronological framework and identify similarities and differences between ways of life in different periods. |
| **Art & DT**  **As artists we will learn to…**  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.  We will make observational drawing and experimental mark making, and think about how we can use composition to create artwork. | **Music**  **As musicians we will learn …**  **Pulse rhythm and pitch!**  Music has a pulse, a steady beat. Music is also made up of long and short and high and low sounds, called ‘rhythm’ and ‘pitch’. These elements combine when we sing and play. As we listen to, sing, play and dance to the music we will explore these elements of music and how they work together. | **PSHE**  **As citizens we will learn to…**  recognise families and relationships.  We will learn that families offer love, support and care.  We will explore how families are difference to each other.  We will discuss ways to show respect to different families. | **Computing**  **As programmers we will learn to…**  develop our understanding of technology and how it can help us in our everyday lives. We will start to become familiar with the different components of a computer by developing our keyboard and mouse skills. We will also consider how to use technology responsibly and who to ask for help if they see any content or comments online that make us feel uncomfortable. |