



# Parents' Guide to the Curriculum

## YEAR 2 Autumn 1

Gilmour  
Primary School

### English



A River by  
Marc Martin

A: Finding Narrative and Message
<b>Vehicle Text</b>
A River
<b>Writing Outcome &amp; Writing Purpose</b>
Narrative: A Circular Narrative Purpose: To narrate
Recount: A Letter Purpose: To inform
<b>Grammar: Word</b>
Build on previous units & focus on: Use of the Suffixes -er & -est in adjectives Learn how to use -ly in Standard English to turn adjectives into adverbs Develop understanding of regular plural noun suffixes -s or -es
<b>Grammar: Sentence</b>
Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (using and, or, so, but) Expanded Noun Phrases for description and specification Learn that grammatical patterns in a sentence indicate its function as a question or command
<b>Grammar: Text</b>
Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing
<b>Grammar: Punctuation</b>
Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Use of apostrophes to mark singular possession in nouns

### Maths

Place value  
Addition and subtraction  
Shape

White Rose Maths - [Home learning videos](#)

### Science

#### Living things and their habitats

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 microhabitats  
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

### History

#### Study Events Beyond Living Memory – Great Fire of London

This study looks at the cause and effect of the Great Fire of London  
This event happened a long time ago – over 350 years. The chronology focuses on the events over a few terrible days rather than a depth study into the period of time

### Geography

#### Study Human and Physical Geography in the Local Area

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage  
Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map  
Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key  
Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

### Computing

How is information technology (IT) being used for good in our lives? With an initial focus on IT in the home, learners explore how IT benefits society in places such as shops, libraries, and hospitals. Whilst discussing the responsible use of technology, and how to make smart choices when using it.

### Art

#### Drawing

Evoke mood and represent movement through mark making  
Know that the surface drawn on will create different effects  
Be able to use a range of mark makers to create a variety of effects, depending on the surface they are placed on

### Design Technology

#### Textiles

Exploring shape using a template  
How can you repurpose an item of clothing?

### Religious Education

Who is a Muslim and what do they believe?

### Physical Education

Fundamentals  
Ball Skills

### PSHE (Jigsaw)

Being me in my world - 'Who am I and how do I fit?'

### Music

#### 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 you listen to, sing, play and dance to the music in this unit, explore these elements of music and how they work together.

This guide is intended to help parents understand what will be taught during this half term. Obviously, it would be impossible to set out in detail everything your child would learn, but by providing an outline of typical content and some background information about how the curriculum works, hopefully it will help you support your children in making the most of their education. This outline may be subject to change, as teachers adapt planning based on the needs of their class. Any questions, please speak to your class teacher.