

## Mathematics

### Measurement

- WALT use standard units when measuring
- WALT compare and order length in metres and centimetres (using <, > and =)
- WALT use a ruler to measure length in centimetres and measure lines
- WALT use a measuring tape to measure in centimetres
- WALT use a ruler to draw lines with specified length
- WALT solve word problems involving length

### Statistics

- WALT represent and interpret data using a pictogram and table
- WALT represent and interpret data using a block diagram and table
- WALT represent and interpret data using a tally chart and scaled pictogram
- WALT represent and interpret data using a tally chart and scaled block diagram
- WALT interpret data from scaled pictograms and block diagrams

### Number – Multiplication and Division

- WALT use the multiplication symbol
- WALT identify that multiplication is commutative
- WALT use the division symbol when sharing and grouping
- WALT explore representations of division problems
- WALT find related multiplication and division facts
- WALT calculate multiplications of two, five and ten by skip counting
- WALT explore representations of multiplication problems
- WALT relate multiplying by two to doubling
- WALT spot patterns in the 2, 5 and 10 multiplication tables
- WALT solve multiplication and division problems

## Science

### Working Scientifically

- WALT ask simple questions and recognise that they can be answered in different ways
- WALT observe closely, using simple equipment
- WALT perform simple tests
- WALT use observations and ideas to suggest answers to questions
- WALT gather and record data to help in answering questions

### Uses of everyday materials

- WALT identify materials that go through reversible or irreversible changes when heated and cooled
- WALT find out how bread changes when it is heated
- WALT find out how a candle changes when it is heated and cooled
- WALT find out how chocolate changes when it is heated cooled
- WALT find out how water changes when it is heated and cooled
  
- WALT find out how water drops behave on different surfaces
- WALT explore the similarities and differences between types of paper

# Magic, Mess and Mixtures



## Autumn 2 CURRICULUM MAP

Rowan, Silver Birch and Sycamore Classes

## Reading

### Word Reading

- WALT continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- WALT read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- WALT read accurately words of two or more syllables that contain the same graphemes as above
- WALT read words containing common suffixes
- WALT read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- WALT read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- WALT read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- WALT re-read these books to build up their fluency and confidence in word reading.

### Comprehension

- WALT develop pleasure in reading and a motivation to read
- WALT discuss the sequence of events in books and how items of information are related
- WALT recognise simple recurring literary language in stories and poetry
- WALT discuss and clarify the meanings of words, linking new meanings to known vocabulary
- WALT discuss our favourite words and phrases
- WALT continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- WALT check that the text makes sense to them as they read and correcting inaccurate reading
- WALT make inferences based on what is being said and done
- WALT answer and ask questions
- WALT predict what might happen on the basis of what has been read so far

## Writing

### Handwriting

- WALT use some of the diagonal and horizontal strokes needed to join letters
- WALT write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- WALT use spacing between words that reflects the size of the letters.

### Composition

*George's Marvellous Medicine:*

- WALT write poetry – rhyming and descriptive poems using alliteration, repeated phrases and onomatopoeia

WALT write for different purposes - Instruction writing related to own magical potion/medicine

*Hansel and Gretel:*

- WALT write about real events – newspaper style report to tie in with a visit to school by mystery guests!

WALT write a play script – to tie in with visit to Rose Theatre to watch Hansel and Gretel

- WALT plan or say out loud what we are going to write about
- WALT write down ideas and/or key words, including new vocabulary
- WALT make simple additions, revisions and corrections to our writing by:

- evaluating writing with the teacher and other pupils
- re-reading to check that their writing makes sense
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

### Vocabulary, Grammar and Punctuation

WALT learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

WALT recognise and use sentences with different forms: statements, questions, exclamations and commands in our own writing

WALT expanded noun phrases to describe and specify [for example, the blue butterfly]

WALT write in the present and past tenses correctly and consistently including the progressive form

WALT join our sentences using subordinating conjunctions (when, if, that, or because) and co-ordinating conjunctions (or, and, or but)

### Transcription

WALT spell common exception words – from Year 1 and Year 2 list

WALT spell more words with contracted forms - can't, didn't, hasn't, couldn't, it's, I'll

WALT write words with the possessive apostrophe (singular) [for example, the girl's book]

WALT write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

WALT spell a few common homophones – e.g. hear/here, there/their

## Religious Education

### **Why does Christmas matter to Christians?**

WALT give a clear, simple account of Jesus' birth and why Jesus is important for Christians

WALT ask questions about Christmas and decide what they personally have to be thankful for, giving a reason for their ideas

## PSHCE

### **Celebrating Difference and Being Friends**

WALT accept that everyone is different and celebrate that difference

WALT find the things that we have in common with our peers

WALT include others when working and playing

WALT find ways of standing up for ourselves and others

WALT know how to help if someone is being bullied

WALT find different ways to make new friends

## Art and Design

**Use a range of materials creatively to design and make products**

**Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space**

**Learn about the work of a range of artists, making links to their own work.**

WALT create new colours - investigate primary and secondary colours on a colour wheel and mix own secondary and complimentary colours

WALT investigate the illustrations of Quentin Blake - learn how to sketch using a soft pencil and loose hand

WALT create Christmas art for a Christmas card

WALT produce 3D Christmas decorations

## Computing

**Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions**

**Create and debug simple programs**

**Use logical reasoning to predict the behaviour of simple programs**

WALT understand what an algorithm is.

WALT create a computer program using simple algorithms.

WALT understand the following terms when used in computer programming: *Command, Repeat, Input, Output, Event, Collision Detection and Timer.*

WALT create a computer program using this new vocabulary

WALT know what debugging means in computing.

WALT intentionally break a program and then debug it.

WALT debug other simple programs.

WALT create programs using different kinds of objects whose behaviours are limited to specific actions.

WALT predict what the objects will do in other programs, based on their knowledge of what the object is capable of.

WALT discuss how logic helped them understand that they could only predict specific actions, as that is what the objects were limited to.

WALT use all the coding knowledge, they have learned throughout their programming lessons to create a more complex program that tells a story.

## P.E

**Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities**

**Participate in team games, developing simple tactics for attacking and defending**

WALT explore ways to move, balance, make shapes and create sequences.

WALT create and move in different directions and pathways

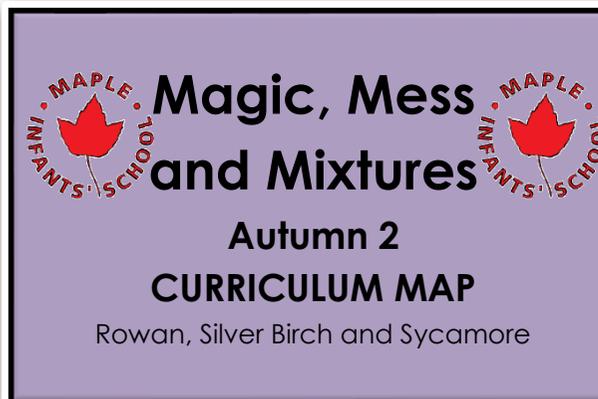
WALT make large or small pathways on the floor

WALT travel on pathways with high or low movements

WALT experiment with different travelling movements

WALT throw and catch effectively

WALT develop racket skills, ball feeding and fielding



## Music

**Use our voices expressively and creatively by singing songs and speaking chants and rhymes**

**Play tuned and untuned instruments musically**  
**Listen with concentration and understanding to a range of high-quality live and recorded music**

**Experiment with, create, select and combine sounds using the inter-related dimensions of music.**

Learn a variety of Christmas songs in preparation for our end of term performances

– considering expression, projection and rhythm.

## Geography

**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**

WALT use maps to plot and follow a route

WALT look at physical features in the area that we live in

## History

**Study an event beyond living memory that is significant nationally**

**Study the life of a significant individual in the past who has contributed to national identity**

WALT find out about the life of a famous person from the past and why he acted as he did

- extract some information about the early life of Guy Fawkes from a video

- identify how his life and beliefs informed his actions

- sequence important events on a timeline

- discuss how the events shaped subsequent history

- identify how and why his life and actions are remembered today

## Educational Visits

A visit to the [Rose Theatre to see Hansel and Gretel](#)

We also hope to take Year 2 to The Wood in Oak Hill, Surbiton to investigate different habitats, use maps and directions, follow a trail and explore our local area.

Please also refer to the **Home Learning Grid** for home learning activity ideas linked to our curriculum.

**Weekly Overviews** are displayed in our outdoor class display boards, indicating the learning aspects planned for each week.