



Birch

# Girton Glebe Primary School Curriculum Inquiry

Class (Y2) – Autumn Term

<p><b>English:</b></p> <p>In English we will be focusing on practising and improving reading skills and applying this to writing.</p> <p>Opportunities for reading, writing and discussion will include:</p> <ul style="list-style-type: none"> <li>Applying phonic knowledge and skills to decoding words until automatic decoding is embedded and reading becomes fluent.</li> <li>Reading and spelling words accurately by blending sounds in words that contain the sounds taught.</li> <li>Reading and spelling common exception words.</li> <li>Discussing their favourite words and phrases.</li> <li>Building up a repertoire of poems learnt by heart.</li> <li>Using appropriate intonation when reciting poems.</li> <li>Considering what they are going to write by planning it and saying it aloud.</li> <li>Evaluating their own writing with a teacher or friend.</li> <li>Using time connectives, expanded noun phrases and apostrophes for possession.</li> </ul>	<h2>Where We Are in Time and Place</h2> <p><b>Central Idea:</b> Journeys shape culture and change the way people live.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>An inquiry into the ways journeys can lead to changes in society. (Causation)</li> <li>An inquiry into how migration links to cultural change. (Connection)</li> <li>An inquiry into how someone's culture influences their work. (Perspective)</li> </ul> <p><b>Key Vocabulary</b></p>			<p><b>Maths:</b></p> <p>This half term we shall be covering the following aspects of the maths curriculum:</p> <p><b>Addition and Subtraction:</b></p> <ul style="list-style-type: none"> <li>Adding and subtracting 10s.</li> <li>Using a number line to add a 2-digit number and a 1-digit number, including when crossing a 10 boundary.</li> <li>Using column addition to add two 2-digit numbers, including crossing a 10 boundary.</li> <li>Using a number line to subtract a 1-digit number from a 2-digit number, including when crossing a 10 boundary.</li> <li>Adding three 1-digit numbers.</li> <li>Becoming more fluent and efficient with mental calculations.</li> </ul> <p><b>Shape:</b></p> <ul style="list-style-type: none"> <li>Recognising 2D and 3D shapes.</li> <li>Counting the sides and vertices on 2D shapes.</li> <li>Drawing 2D shapes.</li> <li>Recognising and drawing lines of symmetry.</li> <li>Sorting 2D shapes.</li> <li>Making patterns with 2D and 3D shapes.</li> <li>Counting faces, edges and vertices on 3D shapes.</li> </ul>
<p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>Causation: How can journeys lead to change?</li> <li>Connection: How does migration link with cultural change?</li> <li>Perspective: How does a person's culture influence their life and work?</li> </ul>	Cargo	Coast	Lifeboat	<p><b>Approaches to Learning:</b></p> <ul style="list-style-type: none"> <li>Social skills</li> <li>Self-management skills</li> <li>Thinking skills</li> </ul>
	Lifeguard	Lighthouse	Compass	
	Harbour	Port	Ocean	
	Cliff	Navigator	Explorer	



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<p><b>Line of Inquiry:</b> An inquiry into the ways journeys can lead to changes in society.</p> <p><b>In this Line of Inquiry, we will cover the following skills:</b></p> <p><b>History Skills:</b></p> <ul style="list-style-type: none"><li>• Learning about the lives of significant individuals in the past who have contributed to national and international achievements.</li><li>• Learning about events beyond living memory that are significant nationally or globally.</li></ul> <p><b>DT Skills:</b></p> <ul style="list-style-type: none"><li>• Develop a critical understanding of technology and its impact on daily life and the wider world.</li><li>• Explore and evaluate a range of existing products.</li><li>• Evaluate their ideas and products against design criteria.</li></ul>		<p><b>Line of Inquiry:</b> An inquiry into how migration links to cultural change.</p> <p><b>In this Line of Inquiry, we will cover the following skills:</b></p> <p><b>Geography Skills:</b></p> <ul style="list-style-type: none"><li>• Name and locate the world’s seven continents.</li><li>• Use world maps, atlases and globes Use simple compass directions and directional language (near, far, left, right) to describe the location of their community on a map.</li></ul> <p><b>PSHE Skills:</b></p> <ul style="list-style-type: none"><li>• Recognise that everyone in our community is different.</li><li>• Understand diversity.</li></ul>	
<p><b>Line of Inquiry:</b> An inquiry into how someone’s culture influences their work.</p> <p><b>In this Line of Inquiry, we will cover the following skills:</b></p> <p><b>RE Skills:</b></p> <ul style="list-style-type: none"><li>• Exploring questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry.</li></ul> <p><b>DT Skills:</b></p> <ul style="list-style-type: none"><li>• Explore and evaluate a range of existing products.</li><li>• Evaluate their ideas and products against design criteria.</li></ul>			
<p><b>Science:</b></p> <p>This half term we will look at animals and their habitats.</p> <p><b>We will be covering the following skills:</b></p>	<p><b>PE:</b></p> <p>This half term we will look at yoga and target games.</p> <p><b>We will be covering the following skills:</b></p> <ul style="list-style-type: none"><li>• Develop balance, stability and landing safely.</li><li>• Consider how much power to apply when aiming at a target.</li></ul>	<p><b>Music:</b></p> <p>In music, the children will be listening and singing a range of sea shanties.</p> <p><b>We will be covering the following skills:</b></p> <ul style="list-style-type: none"><li>• Listen to a range of music</li><li>• Discuss ideas and how the music makes us feel.</li></ul>	



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<ul style="list-style-type: none"> <li>Identify living things using the seven life processes and sort the non-living things into those that have lived and those that have never lived.</li> <li>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.</li> <li>Describe a range of local habitats and habitats beyond their locality.</li> <li>Research how a woodland habitat provides the things necessary for the survival of the animals that live there.</li> <li>Learn about food chains and construct their own food chains for the woodland habitat.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how to score using overarm and underarm throwing.</li> <li>Select and apply the appropriate skill to the target game.</li> </ul>	<ul style="list-style-type: none"> <li>Compare different sea shanties and talk about what is the same and what is different.</li> </ul>
<p><b>DT:</b></p> <p>How did changes in ship-making technology impact maritime journeys over time?</p> <p>In this inquiry, children will conduct research on the development of boats and ships, changes in their power sources and how advances in ship-making allowed individuals to make history-changing journeys. They will look at a range of individuals and their ships (e.g., Christopher Columbus &amp; Santa Maria; Lord Nelson &amp; HMS Victory; Blackbeard &amp; Queen Anne's Revenge; and Sir Francis Drake &amp; Golden Hind) and will then have a go at designing and building a small boat that is able to carry a small load. To evaluate the end products, children will host a class regatta in the school pond.</p>	<p><b>PSHE:</b></p> <p>The topic this half term is "Celebrating Difference".</p> <p>The topics covered include:</p> <ul style="list-style-type: none"> <li>Stereotypes and differences</li> <li>What is bullying?</li> <li>What do I do about bullying?</li> <li>Standing up for myself and others</li> <li>Diversity</li> <li>Celebrating difference and being friends</li> </ul>	<p><b>R.E:</b></p> <p>This half term we will be learning about Christmas.</p> <p>During this topic we will cover the following skills</p> <ul style="list-style-type: none"> <li>Understanding how you could help solve a problem by showing love.</li> <li>Remembering the Christmas story and start to explain that Christians believe Jesus was a gift from God.</li> <li>Exploring questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry.</li> <li>Retelling and suggesting meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</li> </ul>