



Inspire

CURRICULUM

Unit: What do I need to be me?

Term: Autumn 1

Year: 2



What do I need to be me? Unit Summary

In this Unit, pupils explore how they change as they grow older and what changes other animals make. The key scientific idea in this Unit is that features and behaviours of living things can be understood in terms of how they aid survival. Pupils will also consider what they need to stay fit and healthy in terms of food and exercise.

Programme of Study

Unit: What do I need to be me?

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Please note that all appendices and guidelines referred to in the programme of study are available to download at:
<https://www.gov.uk/government/collections/national-curriculum> The POS codes replace the DfE bullets for ease of reference.

Key:

FT = First Teaching

OG = On Going

English	Spoken Language	
	SL1	listen and respond appropriately to adults and their peers
	SL2	ask relevant questions to extend their understanding and knowledge
	SL3	use relevant strategies to build their vocabulary
	SL4	articulate and justify answers, arguments and opinions
	SL5	give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
	SL6	maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
	SL7	use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
	SL8	speak audibly and fluently with an increasing command of Standard English
	SL9	participate in discussions, presentations, performances, role play, improvisations and debates
	SL10	gain, maintain and monitor the interest of the listener(s)
	SL11	consider and evaluate different viewpoints, attending to and building on the contributions of others
	SL12	select and use appropriate registers for effective communication
	These statements apply to all Years. The content should be taught as a level appropriate to the age of the pupils (taken from notes and guidance [non-statutory]). Speaking and listening activities throughout the Unit have been designed with these POS statements in mind. Specific speaking and listening objectives are provided for some English lessons where appropriate.	

English	Reading – word reading		
	WR1	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	FT
	WR2	read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	FT
	WR3	read accurately words of two or more syllables that contain the same GPCs as above	FT
	WR4	read words containing common suffixes	FT
	WR5	read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word	FT
	WR6	read most words quickly and accurately without overt sounding and blending when they have been frequently encountered	FT
	WR7	read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	FT
	WR8	re-read these books to build up their fluency and confidence in word reading	FT
	Reading - comprehension		
	RC1	<i>develop pleasure in reading, motivation to read; vocabulary and understanding by:</i>	
	RC1.1	listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	FT
	RC1.2	discussing the sequence of events in books and how items of information are related	FT
	RC1.3	becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	FT
	RC1.5	recognising simple recurring literary language in stories and poetry	FT
	RC1.6	discussing and clarifying the meanings of words, linking new meanings to new vocabulary	FT
	RC1.7	discussing their favourite words and phrases	FT
	RC1.8	continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	FT
	RC2	<i>understand both the books that they can already read accurately and fluently and those that they listen to by:</i>	
	RC2.2	checking that the text makes sense to them as they read and correcting inaccurate reading	FT
	RC2.3	making inferences on the basis of what is being said and done	FT

English	Reading - comprehension continued		
	RC2.4	answering and asking questions	FT
	RC2.5	predicting what might happen on the basis of what has been read so far	FT
	Writing - transcription – spelling		
	WTS1	<i>spell by:</i>	
	WTS1.1	segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	FT
	WTS1.5	Learning the possessive apostrophe (singular) [for example, the girl's book]	FT
	WTS2	add suffixes to spell longer words, e.g. <i>–ment</i> , <i>–ness</i> , <i>–ful</i> and <i>–less</i> , <i>–ly</i>	FT
	WTS3	apply spelling rules and guidance, as listed in English Appendix 1 PHONICS PROGRAMME	FT
	WTS4	write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	FT
	Writing - handwriting		
	WH1	form lower-case letters of the correct size relative to one another	FT
	WH2	start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	FT
	WH3	write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	FT
	WH4	use spacing between words that reflects the size of the letters	FT
	Writing - composition		
	WC1	<i>develop positive attitudes towards and stamina for writing by:</i>	
	WC1.1	writing narratives about personal experiences and those of others (real and fictional)	FT
	WC1.2	writing about real events	FT
	WC1.3	writing poetry	FT
	WC2	<i>consider what they are going to write before beginning by:</i>	
	WC2.1	planning or saying out loud what they are going to write about	FT
	WC2.2	writing down ideas and/or key words, including new vocabulary	FT
	WC2.3	encapsulating what they want to say, sentence by sentence	FT

English	Writing – composition continued		
	WC3	<i>make simple additions, revisions and corrections to their own writing by:</i>	
	WC3.1	evaluating their writing with the teacher and other pupils	FT
	WC3.2	re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form	FT
	WC3.3	proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)	FT
	WC4	read aloud what they have written with appropriate intonation to make the meaning clear	FT
	Writing – vocabulary, grammar and punctuation		
	WVGP1	<i>develop their understanding of the concepts set out in English Appendix 2 by:</i>	
	WVGP1.1	learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive singular	FT
	WVGP2.4	subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>)	FT

Maths	Number and place value		
	1	count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward and backward	
	2	recognise the place value of each digit in a two-digit number (tens, ones)	
	3	identify, represent and estimate numbers using different representations, including the number line	
	4	compare and order numbers from 0 up to 100; use <, > and = signs	
	5	read and write numbers to at least 100 in numerals and in words	
	6	use place value and number facts to solve problems	
	Addition and subtraction		
	1	solve problems with addition and subtraction:	
	1.1	using concrete objects and pictorial representations, including those involving numbers, quantities and measures	
	1.2	applying their increasing knowledge of mental and written methods	
	2	recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	
	3	add and subtract numbers using concrete objects, pictorial representations, and mentally, including:	
	3.1	a two-digit number and ones	
	3.2	a two-digit number and tens	
	3.3	two two-digit numbers	
	3.4	adding three one-digit numbers	
	4	show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot	
	5	recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems	
	Measurement		
	6	compare and sequence intervals of time	
	7	tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times	

Science	Working scientifically		
	1	asking simple questions and recognising that they can be answered in different ways	
	2	observing closely, using simple equipment	
	3	performing simple tests	
	4	identifying and classifying	
	5	using their observations and ideas to suggest answers to questions	
	6	gathering and recording data to help in answering questions	
	Animals including humans		
	1	notice that animals, including humans, have offspring which grow into adults	
	2	find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	
	3	describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	

Design & Technology	Design		
	1	design purposeful, functional, appealing products for themselves and other users based on design criteria	
	2	generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	
	Make		
	3	select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)	
	4	select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	
	Evaluate		
	5	explore and evaluate a range of existing products	
	6	evaluate their ideas and products against design criteria	

Design & Technology	Technical knowledge		
	7	build structures, exploring how they can be made stronger, stiffer and more stable	
	8	explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products	
	Cooking and nutrition		
	9	use the basic principles of a healthy and varied diet to prepare dishes	
	10	understand where food comes from	

Music	1	use their voices expressively by singing songs and speaking chants and rhymes	
	4	experiment with, create, select and combine sounds using the inter-related dimensions of music	

Art & Design	2	to use drawing, painting and sculpture to share their ideas, experiences and imagination	
	3	to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	

Applied Computing	4	use technology purposefully to create, organise, store, manipulate and retrieve digital content	
	6	use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	