



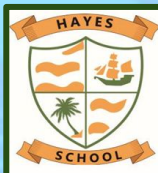
Be all you can be
Hayes School

Year 2 Curriculum Plan: Autumn 2023

The Big Question: How have toys changed over time?



Responsibility Success Aspirations Resilience Discovery Friendship



Be all you can be
Hayes School

At Hayes, we strive for our children to push beyond any perceived idea of potential, to be all they can be, regardless of background in order that they leave us as good human beings- happy, kind and responsible. Our curriculum is integral in shaping the children to become independent and life-long learners. At Hayes, we also aim to equip our children with the ability to 'think' in order to make sense of an ever-changing world. Our curriculum has been designed, with thinking at its heart, to achieve our ultimate vision: All children will live fulfilling and happy lives, being all they can be.

Learning experience

Context and Outcome

By the end of this history based learning experience the children will develop an awareness of the past, using common words and phrases relating to the passing of time. The children will understand and gain knowledge about where the people and events they study fit within a chronological framework. Y2 will be able to identify similarities and differences between ways of life in different time periods. The children will be taught to use a wide vocabulary of everyday historical terms; asking and answering questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. The children will understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Our second driver subject is Design and Technology. The children will, through a variety of creative and practical activities, develop the knowledge, understanding and skills needed to engage in an iterative process of designing and making. Y2 will be designing and creating (sewing) a t-shirt for Traction Man to wear based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. The children will make their t-shirts selecting from and using a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Finally, Y2 will evaluate their ideas and products against the agreed design criteria, sharing their thinking using their oracy and listening skills.

Big Questions

BIG Question

How have toys changed over time?

History Questions

How do toys now differ from those of my parents or grandparents?

Can we order toys from oldest to newest, using photographs and real toys sent in by our parents and grandparents?

Have toys always been made from the same materials?

Are there any toys that my parents and grandparents had that are much the same now?

Have action figures changed much since they were first made?

DT Questions

How are toys used in our everyday life?

How difficult is it to make a wooden spoon puppet (or a piece of clothing for an action man)?

Can I create a design for an action figure?

Can I use tools to shape a fabric for my design?

Can I join materials safely?

Can I reflect and evaluate my final outcome?

Early Reading

At Hayes, we strive to ensure that all children become confident and competent readers as well as developing a life-long love of reading. Through a rigorous daily phonics programme all children develop their word reading and comprehension skills which they can apply across the curriculum. Here we also aim to develop children's vocabulary allowing them to understand and make ambitious word choices.

As a parent/carer you play an important role in this journey and are actively encouraged to help and support along the way.



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Year 2: Autumn 1 2023

ENGLISH

- Story prediction
- Story mapping
- Story comparison
- Character description
- Using proper nouns for objects
- Hot seating
- Writing in role
- Creating comic strips
- Writing sections of a story in depth looking particularly at story settings
- Cursive handwriting which is beginning to be joined

MATHS

- Counting forwards and backwards to 100
- Identifying tens and ones in numbers to 100
- Comparing and representing numbers
- Addition and subtraction bonds to 100
- Comparing number sentences
- Adding one or two digit numbers
- Subtracting one and two digit numbers from a two digit number
- Adding three one digit numbers

English- Texts

Main text:

Traction Man Is Here

With an action outfit for every occasion, he patrols the house saving toys, guarding toast, searching for lost wrecks and rescuing damsels in distress. Our hero is ready for anything...or is he?



Supporting texts:

Traction Man Meets Turbo Dog by Mini Grey



Traction Man And The Beach Odyssey by Mini Grey



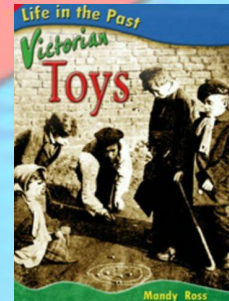
Toys in Space by Mini Grey



Here Comes Superheroes



Victorian Toys Non Fiction



English- key vocabulary

Vocabulary

Tier 1

Past - a period of time that has already happened.

Present - something that is happening now

Make - form (something) by putting parts together

Design - A plan or drawing to show what something will look like.

Outfit – a set of clothes worn together, especially for a particular occasion or purpose.

Superhero - a fictional character with superhuman powers, such as Superman.

Tier 2

Captive - something or someone that has been taken prisoner

Bonnet - a hat tied under the chin.

Adventure - an unusual and exciting or daring experience.

Powers - the ability to do something or act in a particular way.

guarding - watch over to protect or control.

Evaluate - form an idea or opinion about something.

Tier 3

Shrubbery - an area in the garden planted with shrubs.

Animation - being lively or full of life.

Lumber - move in a slow, heavy, awkward way.

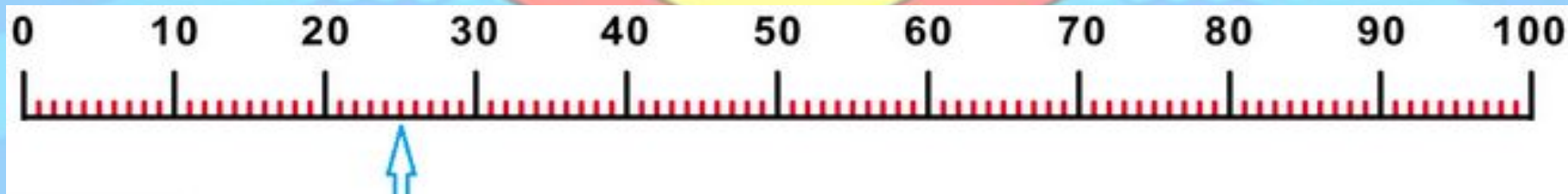
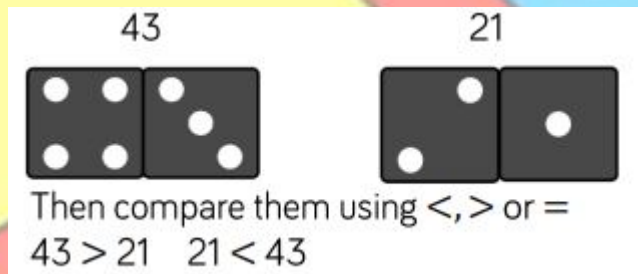
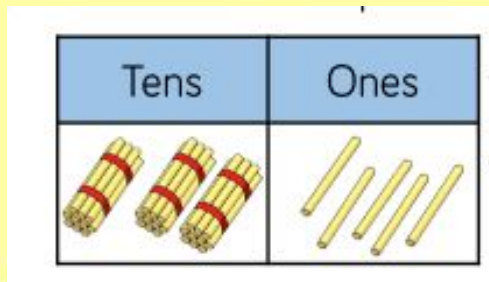
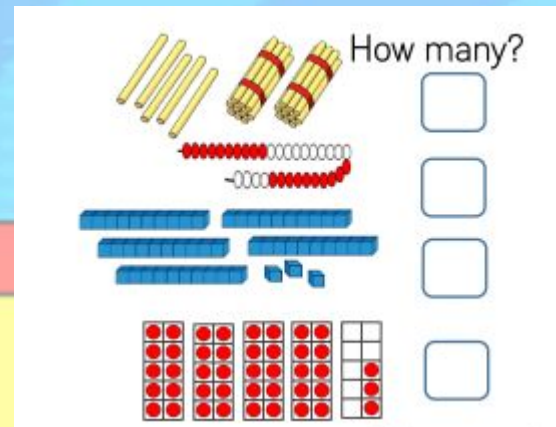
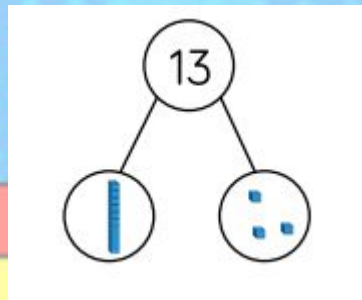
Rejoice - feel or show great joy or happiness

Volunteered - Offer to help or do something without being asked.

Maths - models and images

Place Value

- Identifying tens and ones
- Representing numbers
- Comparing numbers



Maths - models and images

Addition and subtraction

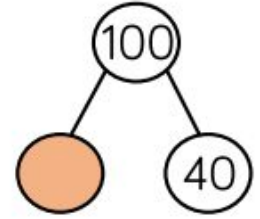
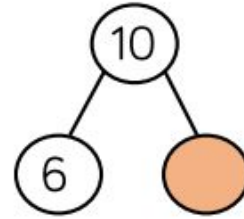
- Finding 1 more and 1 less
- Finding 10 more and 10 less
- Addition bonds to 100
- Adding one digit and two digit numbers




$$13 + 5$$

$$13 - 5$$

$$18 - 13$$

$$5 + 13$$



10 less	Number	10 more
		
2	12	22
		
	37	



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Year 2: Autumn 1 2023

SCIENCE - Materials

- Create hypothesis and make predictions
- Investigate absorbency
- Explore different materials and their uses
- Investigate and evaluate if materials are waterproof
- Explore and sort man made and natural materials
- Discuss how some materials change shape when they are heated

COMPUTING

- Learn about being safe online, using SMART
- Using the search tool and searching effectively
- Using email as a communication tool
- Digital footprint
- Understand and use an algorithm
- Use the repeat command
- Use an algorithm to control the turtle



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Driver Subject: History

- Compare toys that our parents and grandparents would have played with
- Evaluate the materials from which toys have been made through time
- Discuss the features of the materials used which make them suitable for certain types of toys
- Design a toy, using a material suitable to its intended use
- Consider how toys have developed and changed through time

Driver Subject: DT

- Discuss how toys are important in our everyday life
- Design a garment for an action figure
- Use tools to shape fabric
- Join fabrics safely
- Create a puppet using a range of materials
- Reflect and evaluate on the design and making process
- Consider changes which would improve their work



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Year 2: Autumn 1 2023

R.E

- Learn about some key beliefs for Muslims
- Listen to some key stories for Muslims
- Discuss and ask questions about Muslims life and beliefs

PSHE/SRE

- Our class Learning Charter
- Rights and responsibilities
- Rewards and consequences

P.E

- Plan and repeat simple sequences of actions
- Perform basic gymnastic actions with coordination, control and variety
- Recognise and describe how they feel after exercise
- Describe what their bodies feel like during gymnastic activity

Music

- Listening to and celebrating a wide range of musical styles
- Keeping a steady beat
- Creating and following simple patterns