

# Robins Curriculum

## English

**Texts:** Sir Charlie Stinky Socks, Castles non-fiction books, Dragon poems, The paperbag princess.

**Reading:** Children will take part in whole class reading based on a text.

**Writing:** Children will be labelling and using captions, writing stories, and understanding the features of poetry.

**Grammar:** Revision of writing sentences, using commas and conjunctions and understanding different word classes.

### **Handwriting:**

Form lower-case letters in the correct direction, starting and finishing in the right place; form capital letters; form digits 0 to 9

Cursive – Journey to cursive scheme

## Music

- Music Express units –
- Ourselves, Animals, Storytime, Weather

## Computing

- Participate in class social media accounts.
- Learn how to be safe online.
- Control motion to give instructions and change directions.

## PE

Fundamental skills and games.  
Dance

## Maths

**White Rose Maths Scheme**

- **Year 2: Place value to 100, Numbers within 100, Addition and subtraction, multiplication.**

## Science

### Materials

- Identify and sort materials
- Identify natural and man made materials.
- identify that some materials can change shape by squashing, bending, stretching and twisting, and others can't.
- Explore the suitability for materials for different purposes

## DT and Art

- Investigate colour mixing and using different paint techniques to paint a picture of a castle.
- Make a model of a castle using joining, cutting and shaping techniques.

## Geography

- Ask simple questions such as what is it like to live in this place?
- Use simple maps of the local area- pictorial, large scale.
- Use aerial images and plan perspectives to recognise landmarks and basic physical features.
- Use basic geographical vocabulary to refer to key physical and human features.

## Dungeons and Dragons Autumn term

## RE & PSHE incl diversity

RE- caring and belonging  
PSHE- Me and My School

## History

- Describe historical events.
- Describe significant people from the past.
- Recognise that there are reasons why people in the past acted as they did.
- Observe or handle evidence to ask questions and find answers to questions about the past.