



SHINE like the star you are.

Year 2. Autumn 2

English

(Simple Narrative – 4 weeks)

- To write a story about the experiences of others
- To use adverbs of time to sequence events
- To plan what I want to say before I write anything by saying my ideas out loud.
- To write what I want to say sentence by sentence
- To re-read my writing to check it makes sense and make additions or corrections where necessary.

(Instructions – 2 weeks)

- To write a set of developed instructions
- To use subordinating and coordinating conjunctions to join information and give reasons
- To use adverbs of time to sequence and add detail
- To use commas to separate items in a list

Grammar & Punctuation

- To use an expanded noun phrase to describe and specify
- To use capital letters, full stops and question marks correctly.
- To use coordination and subordination to join ideas and give reasons.
- To use past and present tense correctly

Phonics & Spelling

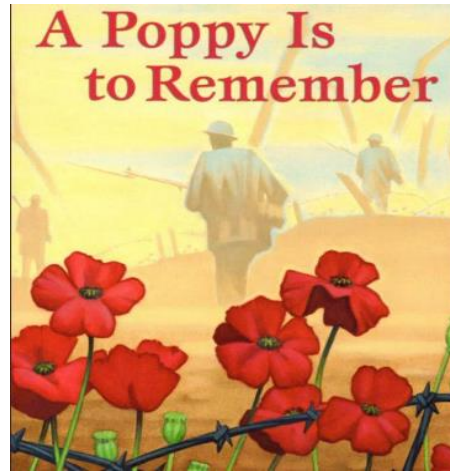
- To revise common Phase 5 GPCs oo, ew, u-e, ue
- To revise common phase 5 GPC's or, ore, oor, aw
- To spell the /dʒ/ sound as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y'
- To spell the /s/ sound as 'c' before 'e', 'i' and 'y'
- To spell the /n/ sound as 'kn' and 'gn' at the beginning of words
- To spell common homophones correctly

Handwriting

- To form lower-case letters of the correct size relative to one another

Topic

Remembrance Day



Class Book



Stories by the author 'Oliver Jeffers'

Maths

Addition & Subtraction

- To recall number bonds to 10
- Fact families – To write addition and subtraction bonds within 20
- To identify related facts
- To find bonds to 100 (tens)
- To add and subtract 1s
- To add by making 10
- To add three 1-digit numbers
- To add to the next 10
- To add across a 10
- To subtract across 1
- To subtract from a 10
- To subtract a 1-digit number from a 2-digit number (across a 10)
- To find 10 more and 10 less
- To add and subtract 10s
- To add two 2-digit numbers (not across a 10)
- To add two 2-digit numbers (across a 10)
- To subtract two 2-digit numbers (not across a 10)
- To subtract two 2-digit numbers (across a 10)
- To calculate mixed addition and subtraction
- To compare number sentences
- To solve missing number problems

Shape

- To recognise 2-D and 3-D shapes
- To count sides and vertices on 2-D shapes
- To draw 2-D shapes
- To identify lines of symmetry on shapes
- To use lines of symmetry to complete shapes
- To sort 2-D shapes
- To count faces and edges and vertices on 3-D shapes
- To sort 3-D shapes
- To make patterns with 2-D and 3-D shape

Science

Animals including Humans

Children will focus on the human life cycle and use their own experiences to look at how humans change as they grow older. Pupils will then focus on healthy lifestyles and the importance of diet, exercise and hygiene.

- To understand that animals, including humans, have offspring (babies) which grow into adults.
- To compare the stages of the human life cycle.
- To recognise the importance of a balanced diet.
- To investigate the effects exercise has on the human body.
- To understand the importance of good hygiene.

Working Scientifically:

- To gather information to answer simple questions.
- To carry out simple practical tests.
- To make careful observations.
- To use their findings to draw conclusions and suggest answers to questions.

RE

Why does Christmas matter to Christians? (Digging Deeper)

By the end of the unit, pupils are expected to be able to:

- Recognise that Incarnation is part of the 'Big Story' of the Bible.
- Tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'.
- Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth.
- Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous.

Pupils will know that:

- Christians believe that Jesus is God and that he was born as a baby in Bethlehem.
- The Bible points out that his birth showed he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).
- Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.

History

Remembrance Day

Enquiry 1: Why are people wearing poppies this week?

- To describe what a poppy looks like and say when people wear them?
- To list other events celebrated throughout the year?
- To describe the event people are remembering by wearing poppies?

Enquiry 2: Who do we remember on Remembrance Day?

- To describe some of the features of a photo of soldier from WWI?
- To describe what the trenches were like in WWI?
- To describe how the trenches have changed over time?

Enquiry 3: Why do we have Remembrance Day?

- To remember some of the things that my parents and carers do for me?
- To explain who we are remembering on Remembrance Day?

Enquiry 4: What happens on Remembrance Day?

- To describe some of the features of a WWI memorial by finding the features from my own investigation?
- To describe what a wreath looks like?
- To describe how people should act at a war memorial on Remembrance Day?

Enquiry 5: Why is it important to remember?

- To explain why it is important to remember the people who died in WWI?

<p style="text-align: center;">PSHE Happy and Healthy Me</p> <p>At the end of this unit, children will understand the human body and the importance of looking after it. They will consider and understand how the choices we make affect our health and wellbeing.</p> <ul style="list-style-type: none"> • To describe the components of a healthy diet. • To recognise the importance of physical activity. • To understand the effect sleep has on wellbeing. • To recognise, name and deal with various feelings (positive & negative). • To name parts of the human body, recognising the differences between boys and girls. • To understand how to maintain personal hygiene. • To recognise how diseases can spread and can be controlled. 	<p style="text-align: center;">Music Exploring Rhythmic Patterns</p> <ul style="list-style-type: none"> • To recognise repeated rhythmic patterns • To compose and perform a simple rhythmic ostinato • To identify changes in musical texture • To maintain a simple rhythmic part in a group • To internalise pulse • To identify beats in a bar • To follow a simple graphic score • To create a simple graphic score • To identify patterns in music • To copy rhythm patterns • To identify rests in music • To compose and play simple rhythm patterns • To sing together 	<p style="text-align: center;">Computing Digital Photography</p> <p>Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.</p> <ul style="list-style-type: none"> • To use a digital device to take a photograph • To make choices when taking a photograph • To describe what makes a good photograph • To decide how photographs can be improved • To use tools to change an image • To recognise that photos can be changed
<p style="text-align: center;">Design Technology Food</p> <p>Pupils will design and make their own fruit kebab. They will learn to use simple utensils and equipment safely before tasting and evaluating their design.</p> <ul style="list-style-type: none"> • To understand and use the principles of a healthy and varied diet. • To know and use technical vocabulary relevant to balanced diets. • To design an appealing product. • To communicate their ideas through talk and drawings. • To select fruits according to their characteristics. • To use simple equipment to cut, slice and chop safely. • To evaluate ideas and the finished product against the design criteria. 	<p style="text-align: center;">PE Fitness</p> <p>Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.</p> <ul style="list-style-type: none"> • To understand how to run for longer periods of time without stopping. • To develop co-ordination and timing when jumping in a long rope. • To develop individual skipping. • To take part in a circuit to develop stamina and agility. • To explore exercises that use your own body weight. • To develop 'ABC,' agility, balance and co-ordination. 	<p style="text-align: center;">PE Yoga</p> <p>Pupils learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body. The unit builds strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others, sharing ideas and creating their own poses in response to a theme.</p> <ul style="list-style-type: none"> • To copy and repeat yoga poses. • To develop an awareness of strength when completing yoga poses. • To develop an awareness of flexibility when completing yoga poses. • To copy and remember actions linking them into a flow. • To create a flow and teach it to a partner. • To explore poses and create a yoga flow.