

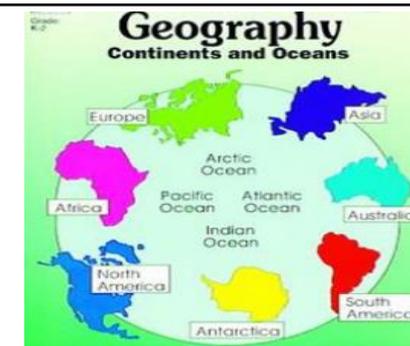
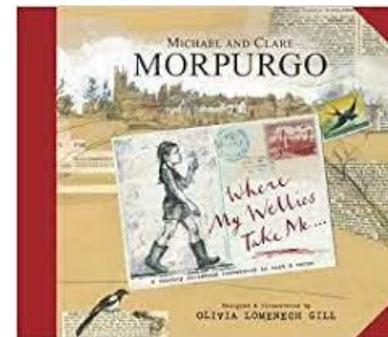
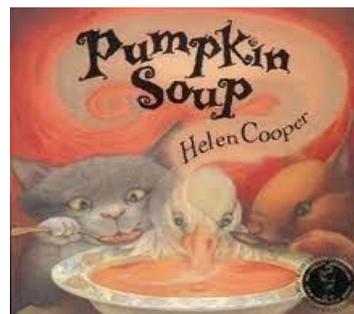


YEAR 2 / AUTUMN 2

Where do you live on Planet Earth?

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
<p>We know that only our best is good enough and we will be working hard to maximise our progress in all our learning— academic, social and emotional so that we can be the best we can be and make a positive difference to ourselves and others in our community.</p>	<p>We will be developing our learning skills to develop our readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners we can be so that we are prepared for the challenges we will face.</p> <p>We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.</p>	<p>We will explore what is possible to be achieved when we identify goals based on consideration of people as unique individuals, with their own passions and ideas.</p> <p>We will be challenging ourselves, extending our boundaries and developing our independence.</p>	<p>We will be learning how to appreciate and respect our differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.</p>

KEY TEXTS





ACADEMIC EXCELLENCE	<p>Knowing our next steps on how to improve our work Complete feedback to a high standard Review progress against own targets Know that our best work is good enough Knowing that failure is 'OK' and a stepping stone to success</p>
POSSIBILITIES AND RISKS	<p>Challenging learning opportunities for children to be outside comfort zone Increase responsibilities for year 2 children – independently completing homework and handing in homework and letters, Independent reading, Change Year 2 'Jobs' – classroom helpers, iPad and netbook monitors Read aloud a poem, from memory to peers</p>

LEARNING TO LEARN	<p>Review and develop understanding of 5Rs with particular focus on 'responsibility' in Autumn 2 – Can be trusted Will work well with others Helps other people Good team player Listens to others ideas</p> <p>Celebrate successes and learning from mistakes Work towards Learning to Learn Awards Modelling of effective learning skills by staff</p>
SOCIAL INTELLIGENCE	<p>Anti Bullying Week - sending a clear and positive message that bullying is not acceptable in our school and community. Assemblies – linked to school aims Adapting behaviours according to environments and audiences – home, school, school visits No Outsiders – 'An Inclusive Community Inspiring Life Long Learning', all different, all welcome</p>



ENGLISH	READING	<p>Continue to apply phonic knowledge and skills as the route to decode words.</p> <p>Read accurately by blending sounds in words and recognising alternative sounds for graphemes</p> <p>Read accurately words of 2 or more syllables</p> <p>Expressing views about text at a level beyond that at which they can read</p> <p>Discuss the sequence of events in a book and how they are related</p> <p>Introduced to non-fiction books that are sequenced in different ways</p> <p>Discuss and clarify the meanings of new words</p>
	WRITING	<p>Write from memory dictated sentences, include CEW and punctuation</p> <p>Develop stamina for writing/verbs, nouns, adjectives and adverbs</p> <p>Planning – Say or record in writing or pictorially ideas for writing</p> <p>Make simple additions, revisions and corrections to own writing</p> <p>Use Expanded noun phrases using</p> <p>Use sentences with different forms: statement, question, exclamation, command – subordination (when, if, because, that) coordination (and, or, but)</p> <p>Use exclamation mark !, apostrophe for contracted form (do not - don't) and singular possessive (the girl's ball)</p> <p>Use present and past tense</p>
	SPELLING / PHONICS	<p>Segmenting spoken words into phonemes representing these by graphemes, spelling many correctly</p> <p>Learning new ways of spelling phonemes</p> <p>Learning to spell common exception words</p> <p>Add suffixes to spell longer words -ly</p>
	SPOKEN LANGUAGE	<p>Articulate & Justify answers</p> <p>Initiate & respond to comments</p> <p>Use spoken language to develop understanding</p> <p>Orally rehearse sentence by sentence what to write</p>

MATHS	<p>Add and subtract numbers using concrete objects, pictorial representations and mentally, including a 2-digit number and ones, and a 2-digit number and tens</p> <p>Solve problems with addition using concrete objects and pictorial representations, including those involving numbers, quantities and measures.</p> <p>Solve problems with addition applying increasing knowledge of mental and written methods.</p> <p>Recall and use addition facts to 20 fluently, and derive and use related facts up to 100.</p> <p>Count in 2s, 3s, 5s, & 10s</p> <p>Identify, represent & estimate numbers</p> <p>Compare and order numbers inc. $< > =$</p> <p>Use Place Value & number facts to solve problems</p> <p>Recognise Inverse relationships between addition and subtraction</p> <p>Multiplication and division of 2, 5 and 10</p> <p>Worded problems</p> <p>To measure in metres and centimetres</p> <p>To compare measurements</p>
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SCIENCE	<p><u>Working Scientifically</u> Using observations and gathering evidence to suggest answers to questions. Asking simple questions and recognising that they can be answered in different Observe closely using simple equipment Perform simple test Record and communicate findings Identify and classify Gather and record data to help answer questions Use observations to suggest answers to questions</p> <p><u>Subject Knowledge – Biology – Plants</u></p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>
HISTORY	

COMPUTING	<p>To plan and use algorithms in programs successfully to achieve a result.</p> <p>To plan and use algorithms in programs successfully to achieve the desired a results.</p> <p>To code a program using a variety of objects, actions, events and outputs successfully.</p>
GEOGRAPHY	<p>Name and locate the world's seven continents and five oceans Use an atlas Ask geographical questions Identify human and physical features of London and Alderley Edge Use aerial photographs to compare Alderley Edge, Manchester and London. Compare What is the same? What is different? Use a map to find Manchester, London and Alderley Edge. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas? Use fieldwork and observational skills to create plans, maps and routes using simple compass directions</p>



MFL		PHYSICAL EDUCATION	<p>Continue to improve levels of fitness Continue to improve their skills in throwing an object (eg beanbag, ball) underarm and overarm into a space and to a partner Continue to improve their skills when dribbling & kicking a ball with their feet Play small sided games, learning to follow simple rules and develop their understanding of the importance of decision making when playing games</p>
DESIGN TECHNOLOGY	<p>Design A Mechanism – Incy Wincy Spider Technical Knowledge</p> <p>With support include simple movement in models – winding mechanism To know and use terms wheel, axle, and winch To give a simple explanation of how the movement is created</p> <p>Puppets Basic sewing techniques Use a template to mark out identical pieces of fabric Compare joining techniques Simple vocabulary associated with the use of textiles</p> <p>Skills Design Make Evaluate</p>	ART AND DESIGN	
MUSIC	<p>Recognise well-defined changes in metre and dynamics. Perform simple patterns and accompaniments keeping a steady pulse. Start to represent musical sounds through the use of symbols such as time signatures and accent markings.</p>	RELIGIOUS EDUCATION	<p>Judaism Celebrations – How important are celebrations? Which celebrations are important to me? Which celebrations are important to Jewish families? Christmas</p>
PSHE	<p>To further extend understanding of basic hygiene principles including reducing spreading of germs –keep body clean Healthy Eating – Eat Well Plate, keeping hydrated (water)</p>	ENRICHMENT	<p>Children In Need – Together we can change young lives Welly Walk Class Drama – Act out a range of emotions in a safe and secure environment Christmas production Bullying Prevention week</p>