

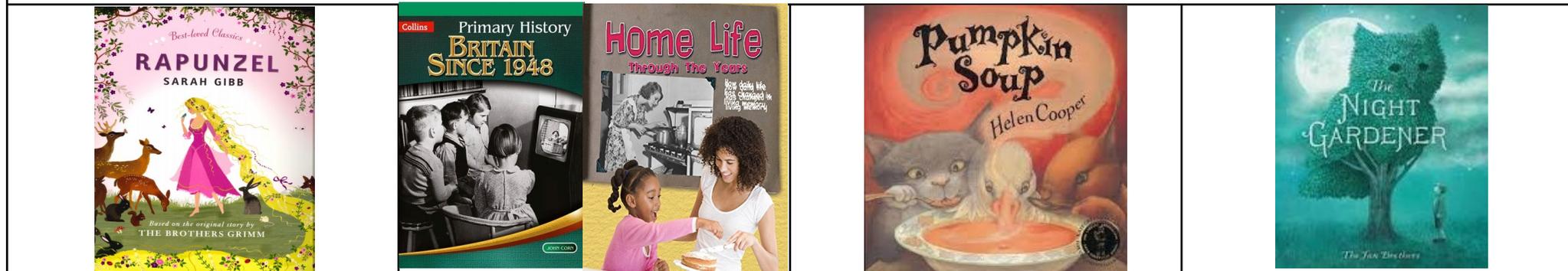


## YEAR 2 / AUTUMN 1

### HOW HAS DAILY LIFE CHANGED OVERTIME?

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





<b>ACADEMIC EXCELLENCE</b>	<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</p>
<b>POSSIBILITIES AND RISKS</b>	<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                  Introducing Year 2 'Jobs' – classroom helpers, iPad and netbook monitors                  Read aloud a written piece of work to peers</p>

<b>LEARNING TO LEARN</b>	<p>Review and develop understanding of 5Rs with particular focus on readiness to learn in Autumn 1                  Celebrate successes and learning from mistakes                  Work towards Learning to Learn Awards                  Modelling of effective learning skills by staff</p>
<b>SOCIAL INTELLIGENCE</b>	<p>Launch 'new' bullying prevention policy for children                  Assemblies – linked to school aims                  Adapting behaviours according to environments and audiences – home, school, school visits</p>



<b>ENGLISH</b>	<b>READING</b>	Continue to apply phonic knowledge and skills as the route to decode words. Read accurately by blending sounds in words and recognising alternative sounds for graphemes Read accurately words of 2 or more syllables Expressing views about text at a level beyond that at which they can read Familiar with retelling a wide range of stories Checking the text makes sense.
	<b>WRITING</b>	Write from memory dictated sentences, include CEW and punctuation Form lower case letters of the correct size relative to one another Use correct spacing between words Develop stamina for writing/verbs, nouns, adjectives and adverbs Planning – Say or record in writing or pictorially ideas for writing Make simple additions, revisions and corrections to own writing Use Expanded noun phrases Sentences with different forms/present and past tense
	<b>SPELLING / PHONICS</b>	Segmenting spoken words into phonemes representing these by graphemes, spelling many correctly Learning new ways of spelling phonemes Learning to spell common exception words
	<b>SPOKEN LANGUAGE</b>	Articulate & Justify answers Initiate & respond to comments Use spoken language to develop understanding Orally rehearse sentence by sentence what to write

<b>MATHS</b>	Count in steps of 2, 3 and 5 from 0, and in tens from any number, forwards and backwards. Read and write numbers to at least 100 in numerals and in words. Recognise the place value of each digit in a 2-digit number (tens, ones) Compare and order numbers from 0 up to 100; use <, > and = signs. Use place value and number facts to solve problems. Identify, represent and estimate numbers using different representations, including the number line. 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 Solve problems with addition using concrete objects and pictorial representations, including those involving numbers, quantities and measures. Solve problems with addition applying increasing knowledge of mental and written methods. Recall and use addition facts to 20 fluently, and derive and use related facts up to 100.
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<b>SCIENCE</b>	<p><b><u>Working Scientifically</u></b>                  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><b><u>Subject Knowledge – Biology</u></b>                  Habitats and how they provide living things with what they need                  Animals including Humans – Growing up</p>
<b>HISTORY</b>	<p><b><u>HISTORY -Investigate &amp; Interpret the past</u></b>                  Identify some of the different ways the past has been represented                  Use stories, artefacts, pictures online sources and databases to find out about the past</p> <p><b><u>Communicate Historically</u></b>                  Use words &amp; phrases such as long time ago, recently, years decades and centuries to show the passing of time</p> <p><b><u>Historical Knowledge</u></b>                  Look at changes in living memory –                  A day in the life of.....                  Understanding Chronology                  Make a timeline of domestic life from 1960 until present day including washing items, clothes and school life.</p>

<b>COMPUTING</b>	<p><b>Coding</b>                  To understand what an algorithm is.                  To create a computer program using an algorithm.                  To create a program using a given design.                  To understand the collision detection event.                  To understand that algorithms follow a sequence.                  To design an algorithm that follows a timed sequence.                  To understand that different objects have different properties.                  To understand what different events do in code.                  To understand the function of buttons in a program.                  To understand and debug simple programs</p>
<b>GEOGRAPHY</b>	



MFL		PHYSICAL EDUCATION	Continue to improve their performance of the 9 foundations shapes Continue to improve their performance of the 5 foundation jumps Continue to improve their performance of traveling in a variety of ways Continue to improve their performance of basic rolls with greater control Continue to develop agility, flexibility, control, strength & balance Can perform a balance using hands, feet or seat and hold still for 3 seconds Can create different a variety of shapes when balancing Copy and continues to learn how to stretch and warm up the body before exercising Continue to improve their performance of combining short movements to make simple sequences. eg balance-travel-balance
DESIGN TECHNOLOGY		ART AND DESIGN	<b>Collage Objectives:</b> Develop planning skills Begin to make artistic choices from a range of natural materials Mix materials to create texture Combine different materials to create effective design Reflect a setting using collage <b>Sculpting Objectives:</b> Think about shape and simple proportion to create simple shapes Pinch, squeeze, roll and twist malleable materials on a small scale Experiment to attach different pieces together
MUSIC	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.	RELIGIOUS EDUCATION	J UDAISM What makes a book special? Do I have a special book? What is the Torah? How/why is the Torah special?
PSHE	To further extend understanding of basic hygiene principles including reducing spreading of germs –keep body clean Healthy Eating – Eat Well Plate, keeping hydrated (water) No Outsiders – To understand what diversity is	ENRICHMENT	Visits to St Phillips – Harvest Service