

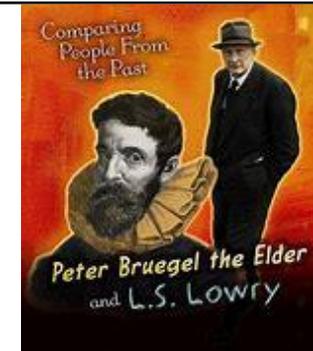
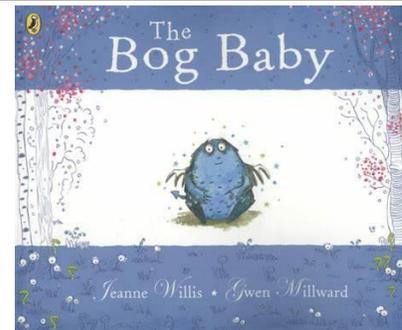
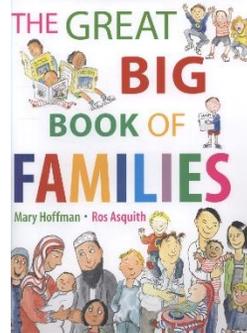
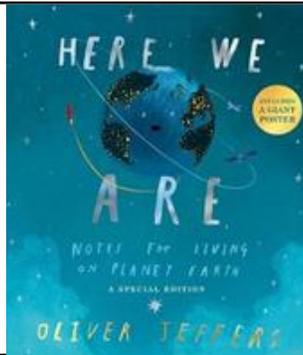


YEAR 2 / AUTUMN 1

Who Was L.S. Lowry and how does he compare to Pieter Bruegel ?

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	<ul style="list-style-type: none"> ✓ 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
POSSIBILITIES AND RISKS	<ul style="list-style-type: none"> ✓ 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

LEARNING TO LEARN	<ul style="list-style-type: none"> ✓ Celebrate successes and learning from mistakes ✓ Work towards Learning to Learn Awards ✓ Modelling of effective learning skills by staff
SOCIAL INTELLIGENCE	<ul style="list-style-type: none"> ✓ Assemblies – linked to school aims ✓ Adapting behaviours according to environments and audiences – home, school, school visits



ENGLISH	READING	<ul style="list-style-type: none"> 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 Sequencing the events of a piece of text. Summarising information.
	WRITING	<ul style="list-style-type: none"> 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
	SPELLING / PHONICS	<ul style="list-style-type: none"> Segmenting spoken words into phonemes representing these by graphemes, spelling many correctly Learning new ways of spelling phonemes Learning to spell common exception words
	SPOKEN LANGUAGE	<ul style="list-style-type: none"> Articulate & Justify answers Initiate & respond to comments Use spoken language to develop understanding Orally rehearse sentence by sentence what to write

MATHS	<ul style="list-style-type: none"> 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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SCIENCE	<p><u>Working Scientifically</u> <i>Using observations and gathering evidence to suggest answers to questions. Asking simple questions and recognising that they can be answered in different</i></p> <ul style="list-style-type: none"> • 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><u>Subject Knowledge – Biology</u></p> <ul style="list-style-type: none"> • Animals and their needs for survival.
HISTORY	<p><i>To compare aspects of life within different periods - Studying the lives of significant individuals in the past who have contributed to national and international achievements.</i></p> <p><u>Who Was L.S. Lowry and how does he compare to Pieter Bruegel ?</u></p> <ul style="list-style-type: none"> • Who was he and what does his artwork tell us about the time he was painting? • Find out information from secondary sources including paintings and portraits about life at the time of LS Lowry. • Explain what you know about Lowry and why he is important. • Describe what life was like for people at the time from his paintings. • Who Pieter Bruegel the Elder was and how his artwork and life was different to L.S Lowry's.

COMPUTING	<p>Information technology around us</p> <ul style="list-style-type: none"> • To recognise the uses and features of information technology • To identify the uses of information technology in the school • To identify information technology beyond school • To explain how information technology helps us • To explain how to use information technology safely • To recognise that choices are made when using information technology
GEOGRAPHY	



MFL		PHYSICAL EDUCATION	<p>Fundamentals</p> <ul style="list-style-type: none"> To explore how the body moves when running at different speeds. To develop changing direction and dodging. To develop balance, stability and landing safely. To explore and develop jumping, hopping and skipping actions. To develop co-ordination and combining jumps. To develop combination jumping and skipping in an individual rope. <p>Gymnastics</p> <ul style="list-style-type: none"> To perform gymnastic shapes and link them together. To use shapes to create balances. To develop travelling actions and balances using apparatus. To develop different shapes, take offs and landings when performing jumps. To refine rolling and sequence building. To create a sequence using apparatus. 	
DESIGN TECHNOLOGY			ART AND DESIGN	<p>Collage Objectives:</p> <ul style="list-style-type: none"> 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 <p>Sculpting Objectives:</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<p>What is the 'Good News' Christians Say Jesus Brings?</p> <ul style="list-style-type: none"> What might a Christian say was the good news that Jesus brought to Matthew? What might Christians believe is the good news that Jesus brings about forgiveness and peace. What might Christians do to follow the life of Jesus and bring 'good news' to people? How might Christian prayer link to saying sorry and forgiveness?
PSHE	<ul style="list-style-type: none"> SRE -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	<p>A visit to The Lowry to explore the life and art of LS Lowry and to learn about The Great Fire of London.</p>