

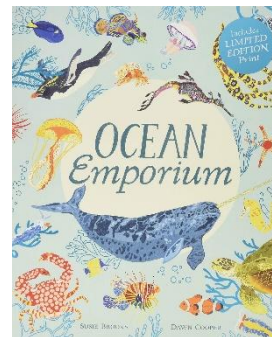


YEAR 2 / AUTUMN 2

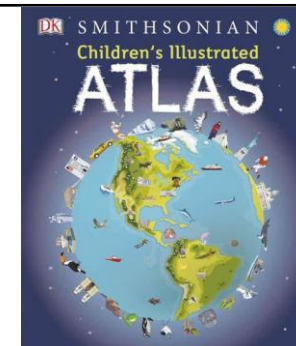
Where do you live on Planet Earth?

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
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.	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. We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.	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. We will be challenging ourselves, extending our boundaries and developing our independence.	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.

KEY TEXTS



THE
FIRST
SLODGE





ACADEMIC EXCELLENCE	• 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
POSSIBILITIES AND RISKS	• 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, Read aloud a poem, from memory to peers.

LEARNING TO LEARN	We will: • Review and develop our understanding of the 5Rs with a particular focus on 'Reflection' in Autumn 2. We will also continue to work towards achieving our Learning to Learn awards • Celebrate their own and others' successes • Encourage attempting more than one approach when tackling a problem • Model effective learning skills
SOCIAL INTELLIGENCE	• 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.



ENGLISH	READING	- 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. - Discuss the sequence of events in a book and how they are related - Discuss and clarify the meanings of new words.	MATHS	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. Count in 2s, 3s, 5s, & 10s Identify, represent & estimate numbers Compare and order numbers inc. < > = Use Place Value & number facts to solve problems Recognise Inverse relationships between addition and subtraction Multiplication and division of 2, 5 and 10 Worded problems To measure in metres, centimetres and grams. To read and estimate temperature using a thermometer. To compare measurements To learn how to interpret a pictogram and use them to collect and read data.
	WRITING	- Write from memory dictated sentences, including CEW and punctuation. - 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. - Use sentences with different forms: statement, question, exclamation, command – subordination (when, if, because, that) coordination (and, or, but) - Use exclamation mark !, apostrophe for contracted form (do not - don't) and singular possessive (the girl's ball) - Use present and past tense correctly.		
	SPELLING / PHONICS	- 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	- Articulate & Justify answers - Initiate & respond to comments - Use spoken language to develop understanding - Orally rehearse sentence by sentence what to write		



SCIENCE	<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 <u>Humans</u> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <u>Materials</u> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
HISTORY	

COMPUTING	• use the search facility to refine searches on Purple Mash by year group and subject. • share the work they have created to a display board. • understand that the teacher approves work before it is displayed. • beginning to understand how things can be shared electronically for others to see both on Purple Mash and the Internet. • understand how 2Repond can teach about how to use email. • open and send an email to a 2Respond character. • Children have discussed their own experiences and understanding of what email is used for. • Children have discussed what makes us feel happy and what makes us feel sad. • Children can explain what a digital footprint is. • Children can give examples of things that they wouldn't want to be in their digital footprint.
GEOGRAPHY	<u>Life in the city – Investigating London</u> • To be able to locate Alderley Edge and London on a map and describe its location. • To be able to identify and describe landmarks of London. • To be able to use compass points and directional language to navigate between London landmarks. • To be able to identify and describe a variety of geographical features in London and compare them to the features of Alderley Edge. • To make comparisons between the seasonal weather in the north and the south of the UK.



MFL		PHYSICAL EDUCATION	Gymnastics - To demonstrate different shapes, take-off and landing when performing jumps - To develop different shapes, take-offs and landings when performing jumps - To develop rolling and sequence building - To refine rolling and sequence building - To create a sequence using apparatus
DESIGN TECHNOLOGY	Off the ground – building structures - Begin to build structures with independence exploring how they can be made stronger, stiffer and more stable. - Know that to lift a level off the ground the structure needs pillars and should be stable. Design - State what products they are designing and making. - Say whether their products are for themselves or other users. - Describe what their products are for. - Use simple design criteria to help develop their ideas. - Generate ideas by drawing on their own experiences. - Use knowledge of existing products to help come up with ideas. - Develop and communicate ideas by talking and drawing. Make - Plan by suggesting what to do next - Select from a range of tools and equipment, explaining their choices - Select from a range of materials according to their characteristics. - Assemble, join and combine materials.	ART AND DESIGN	
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	What is the 'good news' Christians believe Jesus brings? - To learn about the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings. - To learn how Christians follow Jesus' example in order to behave in a Christ like way.
PSHE	No outsiders ;To understand what discrimination means - Importance of rules for safety - Learning about smoking and its effects on the body SRE Growing and changing - L2L being reflective - Anti bullying week	ENRICHMENT	We will: ✓ Take part in the Christmas Nativity ✓ Support Children in Need Day 15/11/24 ✓ Remember the wars on 11/11 ✓ Protecting our planet day 12.11.24 ✓ Inter Faith Week.11-15th November