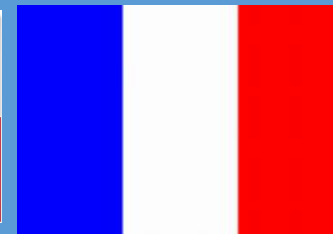


Year 2

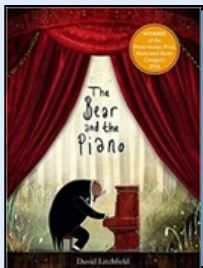
Autumn 1

Journeys



English

The book we will be reading in English this term is the Bear and the Piano. We are going to write letters to the bear from his family. We are also going to read the Lion in Paris and write a narrative based on this story.



Reading

This term in guided reading We are going to read Madeline and answer questions about the story. We are going to practise our inference skills and retrieval skills.



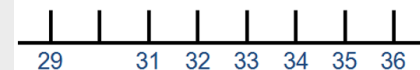
Maths

Place Value

We will be exploring numbers up to 100. The children will be putting them on a number line, drawing them, making them, writing them in words, numeral, comparing them, adding 10 and solving problems using them. We will be representing numbers with tens and ones and partitioning them in different ways.

10's	1's

Which number is missing from the number line?



Addition/Subtraction

We will be adding numbers with 2 digits. We will be using number lines and partitioning. We will start by making and drawing it before using the abstract method. We will then solve problems using the methods we have learnt.

How can you support at home?

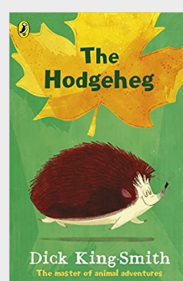
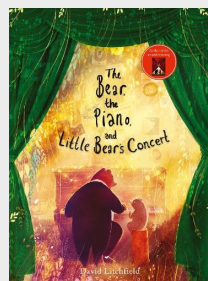
Talk about numbers in real contexts! Spot how many digits they have and try reading them out loud together. Try to use addition and subtraction in very day life. Can you work out how much change you will get? Help with budgeting for shopping for the week.

Children should be able to Please practise them daily so they can recall them quickly.

Spelling and Phonics

In Phonics, children will continue to learn their set 2 and set 3 Read, Write, Inc sounds. We write our words with Fred fingers and look out for the special friends within words. We will have a daily spelling lesson additional to this where we will learn new spelling rules for Year 2. We will look at prefixes 'un' and 'dis' and suffixes 'ed' and 'ing'. The children will begin to practise their Year 2 Common Exception words and apply these in their writing.

Reading at Home



Handwriting

We will be recapping single letter formation and making sure the children can form their capital letters correctly as well as their individual letters.

<p>About the Topic!</p> <p>The first few weeks of term we are learning about our class countries. We will be able to locate our countries on a map, and even sing a song in our class language. For the second part of the term we will be learning all about Hedgehog's and how they are adapted to survive the cold winters!</p>	<p>Geography</p> <p>Class countries</p> <p>Children will use world maps, atlases and globes to identify the United Kingdom and European class countries.</p> <p>They will understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p>	<p>Science</p> <p>Living things and their habitats</p> <p>To explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>To know plants and animals in their habitats,.</p> <p>To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>		<p>PE</p> <p>Class Teacher— Dance</p> <p>Copy, remember and repeat a series of actions.</p> <p>Select from a wider range of actions in relation to a stimulus</p> <p>Learning through Sport</p> <p>Show balance and coordination when running at different speeds.</p>
<p>Wider Curriculum</p> <p>We will make a hedgehog home in aid to protect the hedgehogs that may visit our school grounds this year.</p> <p>We will make posters to display to the parents and children at school to share ideas on how to protect hedgehogs.</p>	<p>Year 2</p>		<p>Enrichment Opportunities</p> <p>We will explore at the different food from our class countries Germany, France and Poland</p>	
	<p>Autumn 1</p>	<p>Journeys</p>		
	<p>Do all journeys have a beginning and end?</p>	<p>Vocabulary</p> <p>Europe, life cycle, journeys, cities, landmarks, habitats, creation</p>		
<p>Taking Risks!</p> <p>We will present to our school care takers about how to protect hedgehogs and the risks that maintenance work can have on their survival.</p>	<p>ICT</p> <p>E– Safety— creating leaflets</p> <ul style="list-style-type: none"> To demonstrate how to safely open and close applications and log on and log off from websites. 	<p>R.E</p> <p>Christianity: Creation</p> <p>Children will retell the story of creation from Genesis 1:1–2:3. Say what the story tells Christians about God, creation and the world. We will look at what Christians do to look after the world for God.</p>	<p>PSHE</p> <p>Me and my relationships</p> <p>Children will discuss what makes a positive relationship. How to be a good friend, recognise that everyone has different feelings and we will discuss how to respond to them.</p>	<p>Food for Thought!</p> <p>How long would it take to travel to Germany, France and Poland?</p> <p>What are the famous landmarks in your class country?</p> <p>What is the life cycle of a hedgehog?</p>

Year 2

Autumn Term 2

Great Fire of London



English

We will be writing a diary pretending to be present at The Great Fire of London. We will also have a go at writing some non-fiction texts about the Great Fire of London and we will



focus on telling our readers how they tried to put the flames out.

Reading

We will practise our fluency reading skills whilst reading our topic Great Fire of London. We will learn new vocabulary and answer comprehension questions. In guided reading lessons children will read the text Toby and the Great Fire of London, and Vlad and the Great Fire of London. We will answer questions about the stories and focus on learning new vocabulary.

Maths

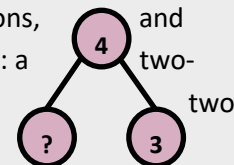
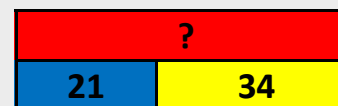
Addition and Subtraction



Children will practise their addition and subtraction skills and

solve problems. We will recap the number bonds to 10 and then learn number bonds to 20 and derive and use related facts for bonds to 100. Children will be taught how to add and subtract numbers using concrete objects, pictorial representations,

mentally, including: a two-digit number and 1s a digit number and 10s, 2 two-digit numbers and adding 3 one-digit numbers.



Spelling and Phonics

Children on the phonics scheme will continue to focus on our next sounds and 'special friends' in our phonics groups through our phonic program Read, Write Inc.

During our spelling lessons children will be learn to spell words with irregular spelling patterns. Children will learn to spell words where 'wr' makes a /r/ sound at the beginning of words. Children will also learn to spell words ending in 'le'.

Handwriting

In year 2 we will continue to practise our letter formation of long ladder letters, curly caterpillar letters and practise the capital letters..

Shape Children will need to identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line. We will also identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces

<p>About the Topic!</p> <p>Great Fire of London</p> <p>In year 2 we will be learning all about the Great Fire of London in 1666. Children will be learning about who Samuel Peypys was and why we wouldn't know about the fire today if it wasn't for him. The children will debate who was to blame for the fire. We will have a role play day</p>	<p>Art</p> <p>Great fire of London Landscapes.</p> <p>Silhouettes of London Landscapes. We will look at the Great Fire of London artist Jan Friffier. We will create silhouettes of London landscapes.</p>	<p>History</p> <p>We will learn about a key event in British history beyond living memory. We will look at timelines and other historical sources. We will act out scenes and explore the 1666 London map. We will learn about the baker, Samuel Peypys and King Charles I. And we will debate who was to blame for the Great Fire of London.</p>	<p>PSHE</p> <p>Me and my relationships</p> <p>Understand that the body gets energy from food, water and air (oxygen)</p> <p>Recognise that exercise and sleep are important parts of a healthy lifestyle.</p> <p>Recognise the importance of sleep in maintaining a healthy, balanced lifestyle</p>	<p>Science</p> <p>Substantive Knowledge (key ideas) Materials can be changed by physical force (twisting, bending, squashing and stretching). The properties of a material determine whether they are suitable for a purpose.</p> <p>(Working Scientifically)</p> <p>- Performing simple tests</p>
<p>Wider Curriculum</p> <p><u>Courageous Advocacy</u></p> <p>To perform and retell the main events from the historical Great Fire of London as a puppet show. We will invite the Year 2 parents into school to watch and listen our</p>	<p>Year 2</p>			<p>Enrichment Opportunities</p> <p>In music we will be learning Great Fire of London songs using percussion instruments.</p>
	<p>Autumn Term 2</p>	<p>Great Fire of London</p>		<p>Vocabulary</p> <p>London, Thames, Pudding Lane, Mayor of London</p> <p>Timeline, extinguish, Samuel Pepys, fire hooks</p>
<p>Taking Risks!</p> <p>To make a healthy lunch box. Children hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures. Cut, peel and grate ingredients, including measuring and weighing using cups.</p>	<p>PE <u>LTS</u> – Ball Skills</p> <p>Dribble a ball with Dibble a ball with some success, stopping it when required. Throw and roll towards a target using varying techniques with some success.</p>	<p>R.E</p> <p>Love as God Incarnate</p> <p>To understand the story of the birth of Jesus and how it links with Jesus being 'God on Earth'.</p>	<p>ICT</p> <p>Multimedia—Text and images</p> <p>To use various tools, such as brushes, pens, eraser, stamps and shapes, and set the size, colour and shape. To use applications and devices in order to communicate ideas, work, messages and demonstrate control.</p>	<p>Food for Thought!</p> <p>What have we learnt from the Great Fire of London?</p> <p>How has London changed since 1666?</p> <p>How has fire safety change these day?</p>