

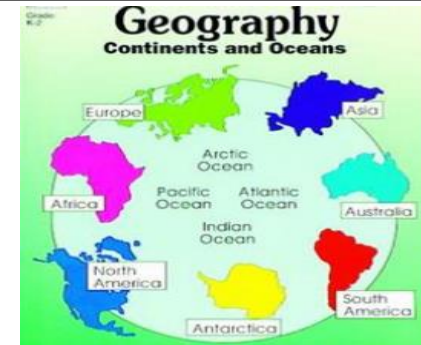
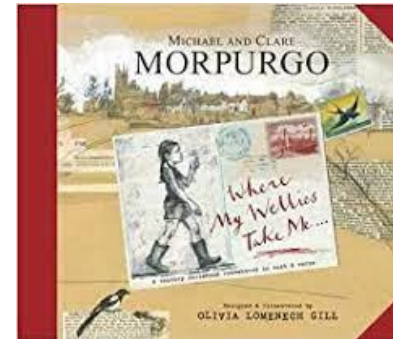
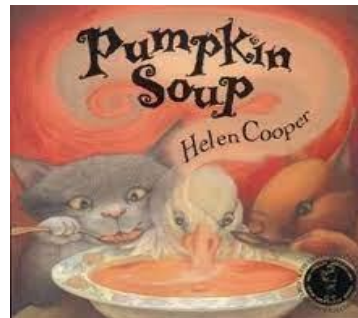


YEAR 2 / AUTUMN 2

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, Read aloud a poem, from memory to peers.</p>

LEARNING TO LEARN	<p>We will:</p> <ul style="list-style-type: none"> • 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	<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>
	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, centimetres and grams.</p> <p>To read and estimate temperature using a thermometer.</p> <p>To compare measurements</p> <p>To learn how to interpret a pictogram and use them to collect and read data.</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	<ul style="list-style-type: none"> • 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	<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	<ul style="list-style-type: none"> • Develop their understanding of how to copy and compose a dance motif • Develop their movement to different beats • Improve their understanding and performance of the 5 basic principles of dance and begin to incorporate this with a motif • Perform a dance routine to show their ideas in relation to cheerleading skills • Work with a partner and within a small group to create a short themed dance routine with a cheerleading style
DESIGN TECHNOLOGY	<p>Off the ground – building structures</p> <ul style="list-style-type: none"> • 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 <p>Design</p> <ul style="list-style-type: none"> • 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 <p>Make</p> <ul style="list-style-type: none"> • 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	<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. 	
PSHE	<ul style="list-style-type: none"> • Importance of rules for safety and listening to people we trust • P4C • 'My Happy mind'- Celebrate • No Outsiders – Focus on boys and girls playing games together and the importance of including everyone • Bullying prevention 	ENRICHMENT	<ul style="list-style-type: none"> • Children in Need Day – 18th November 2022 • St Andrews' Day 30.11.22 • Road Safety Week- Week Commencing- 18th November • Anti Bullying Week- Week Commencing- 18th November • Christmas Production