



‘Learning together, supporting each other’

YEAR GROUP: Two (Elm Class)		TERM: Autumn 1		Key Text:	The Pirates Next Door
Subject	Prior Learning	Substantive Knowledge	Disciplinary Knowledge	Objectives	Future Learning
English	The Owl who was afraid of the dark by Jill Tomlinson				
	Reading - To know the ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure and er graphemes. - To know what a consonant cluster is and where they appear within words. - To be able to accurately read ccvc and cvcc words. Writing - To know what a sentence is. - To know what capital letters and full stops are. -To know what an exclamation mark is.	Reading - To know that there are alternative spellings for certain words and apply my knowledge when reading. - To accurately blend words that have been taught and build up my fluency by practising in different ways. Writing - To know what adverbs are and use them correctly within my work.	Reading - To read words containing alternative spellings that have been taught in phonics sessions. - To fluently read consonant clusters according to my ability. Writing - To use adverbs - Understand the meanings of dialogues. - To apply verb starters to my writing. Spelling - To select and apply correct phase 5 phonemes (for ai, ee, igh, oa, oo, ow family) with increased confidence. - To spell all year 1 and taught year 2 common exception	Reading - To take part in guided read sessions. - To read words containing phase 5 graphemes and to start to read words containing alternative spellings and applying these in my writing also. Writing - To write effective sentences for a story. - To be immersed in experience days relating to our class book. Spelling - To learn new ways of spelling phase 5 phonemes (for ai, ee, igh, oa, oo, ow family) for which one or more spellings are already known.	Reading - Make predictions from a front cover. - Analyse and explore characters. - Make inferences about characters. - Explore vocabulary and understand/explain the meaning of words in context. - To order and sequence events in a story (y3/4). Writing -To use fronted adverbials - To use adjectives - To use onomatopoeia. - To use dialogue (y3/4). Spellings -Words where the diagraph ‘ou’ makes an /ow/ sound.

	-To use our phonic knowledge to decode words. Spelling To spell words containing each of the 40+ phonemes already taught To spell common exception words already taught (phase 2- 5 tricky words).	▪ To understand the meaning of a dialogue. ▪ To know what a verb is and to start to se verbs when starting my sentences within my writing. Spelling ▪ To recap phase 5 graphemes already known. ▪ To know at least 3 alternative graphemes for each phase 5 sound family (ai, ee, igh, oa, oo, ow). ▪ To know the year 1 common exception words and identify the tricky parts.	words correctly noting unusual GPCs.	▪ To spell all year 1 and taught year 2 common exception words correctly and proof read these when writing.	
	Key Vocabulary	Nouns, verb, adjectives, adverbs, pronouns, prepositions, onomatopoeia, infer	Deeper Learning	Guided reads. Working walls.	
	Authors Adventures: Letters / Hammer the Grammar				
	- To listen to a range of poems at a level beyond at which they can read independently. - To recognise and join in with language patterns and repetition. - To use patterns and	▪ To know what a statement is and when to use one within their writing. ▪ To comprehend how to change a statement into a command.	▪ To use statements correctly within their writing and to identify statements within text. ▪ To use a command when appropriate. ▪ To change statements to commands and vice versa. ▪ To punctuate their sentences correctly and be	▪ To understand what a statement is and how it is different to a command. ▪ To understand a command and how we can change a statement. ▪ To punctuate our sentences correctly. ▪ To understand what an exclamation is and	-To recap word classes -To investigate adverbs. -To use adverbs in writing (y3/4).

	repetition to support oral retelling. - To recite rhymes and poems by heart. - To give opinions and support with reasons. - To read poetry using decoding skills. -To identify vocabulary used within a poem (y1).	To understand the importance of punctuating our sentences correctly and how it effects the reader if we do not do this.	able to self-correct their work independently.	punctuate the sentence correctly.	
	Key Vocabulary	Nouns, verb, adjectives, adverbs, pronouns,	Deeper Learning	Author visit.	
Maths	- Place Value - Addition and Subtraction	Select the files to the right for more detailed guidance.		Aut 1 Place Value Aut 1 Add and Subtract	
Science (Materials)	What would be the best material to make a children’s toy?				
	Distinguish between an object and the material it’s made from - Name a variety of materials (e.g. wood, metal, plastic, glass, etc.) - Group together a variety of materials on the basis of their simple physical properties (y1).	- To understand what a material is and be able to name a range of different ones. - To know that materials have different properties and are more suited to different uses. - To know that some materials can be changed in different ways.	- To know a variety of ways in which materials can be changed using the language squashing, bending, twisting, heating, cooling and stretching. - To be able to talk about and explain what materials are best suited for a specific job e.g. child’s toy. - To be able to answer a range of scientific questions linking to materials.	- To identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard. - To suggest why a material might or might not be used for a specific job. - To explore how shapes can be changed by squashing, bending, twisting and stretching. - To explain how materials are changed by heating and cooling.	- Rocks (Year 3) – comparing different types. - Properties and changes of materials (Year 5)
	Key Vocabulary	Hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, waterproof, absorbent, opaque, transparent, brick, paper, fabrics, squashing, bending, twisting, stretching, foil	Enrichment Opportunities	Parent pop in to see their final pirate ship showcase!	
	Was Christopher Columbus a hero or a villain?				

History (Significant explorers / Changes within Living Memory)	- Significant people (Rosa Parks and Emily Davison Year 1) - Changes within living memory (toys): Oak Y1 Aut 2. - See Oak Y1 Summer 2.	- To know who Christopher Columbus is and key facts, events and dates about his life. - To know what an explorer is and what they do. - To know what ships looked like in different time periods. - To know that explorers and pirates travelled and lived on ships. - To know how ships have changed over time. - To know what slaves are and what they did.	- To explain why Christopher Columbus is significant. - To explain what differences Christopher Columbus made to the world today. - To explain why some people think Christopher Columbus a villain (using slaves). - To explain why people in the past acted the way they did. - To explain how ships have changed over time.	- To know what explorers are and what they do. - To ask and answer questions about the past. - To identify similarities and differences between ships now and pirate ships in the past. - To understand who Christopher Columbus is and why he is significant. - To understand the actions (in relation to using slaves) and why Christopher Columbus acted the way he did.	- Significant people Monarchs (William the Conqueror, Queen Victoria, Elizabeth II) : Ash Summer 2 - Changes beyond living memory studied throughout KS2.
	Key Vocabulary	Explorer, slaves, significant, past, present, changes, similarities, differences		Enrichment Opportunities	Class debate- is Christopher Columbus a hero or a villain?
Geography (Continents / Compass Directions / Maps)	How did Christopher Columbus navigate the world?				
	- To draw information from a simple map (Y1)	- the Earth has seven continents: Europe, Asia, Africa, North America, South America, Antarctica and Australia (Oceania). - the four main compass points are north, south, east and west, and that they help us describe where places are. - Christopher Columbus sailed west across the Atlantic Ocean from Spain to reach lands in the Americas in 1492. - Christopher Columbus was an explorer who completed his famous voyage in 1492 on behalf of Spain. - Christopher Columbus' voyages connected Europe and the Americas,	- Geographers use maps, atlases and globes to identify and locate continents around the world. - Geographers use compass directions and locational language to describe where places and features are. - Geographers use maps to trace journeys and describe routes using geographical vocabulary and compass directions. - Geographers use timelines and historical sources to understand when important geographical events and journeys took place.	- To name and locate the seven continents of the world. - To use simple compass directions and locational and directional language to describe the location of features. - To describe the routes of Christopher Columbus using compass directions, locational and directional language.	-To use simple co-ordinates as an introduction to grid reference. (Y2) -To use four points on a compass. (Y2)

		leading to major changes in exploration, trade and settlement.	- Geographers ask questions about how exploration changed places and people's lives and consider different perspectives on these changes.	- To know the key facts, events and important dates within Christopher Columbus' life. - To understand the significance of Christopher Columbus and the difference he made to the world.	
	Key Vocabulary	continent, Europe, Asia, Africa, North America, South America, Antarctica, Australia (Oceania), ocean, Atlantic Ocean, globe, atlas, map, compass, north, south, east, west, location, direction, route, journey, explorer, voyage, Christopher Columbus, Spain, Americas,		Enrichment Opportunities	- Follow treasure maps using north, south, east and west. - Locate the seven continents on a giant world map or globe. - Trace Christopher Columbus' route using string on a world map.
Design Technology (Moving Vehicles)	- To know a range of materials and talk about what they are used for (Year 2) - To know what tools are appropriate to use for my idea (Year 2)	- To know materials such as wood, paper, fabric, metal and properties such as waterproof, flexible, bendy. - To know that a wheel is a circular object that revolves on an axle, to know that a chassis is the base frame of a car and that axles are a rod or spindle. - To know that a design criteria is a list of particular aims for your product, thinking about the purpose and function.	- Suggest suitable design criteria for a product. - Make suitable choices about the best material for a purpose. - Create labelled drawings and be able to annotate. - To evaluate my product against design criteria and make suggestions and improvements about my product.	- To know the correct names for tools and materials. - To know what wheels, chassis and axles are and how they work. - To create labelled drawings to show what I want to make. - To know what design criteria are and create design criteria. - To cut, join materials and attach wheels to a chassis using an axle. - To evaluate my own products against design criteria.	- To use tools accurately. (Year 3) - To evaluate my final product and explain what went well and what could be improved. (Year 3)
	Key Vocabulary	Design, design criteria, template, materials such as wood, paper, fabric, metal. Properties such as waterproof, flexible, bendy, wheels, axle, chassis		Enrichment Opportunities	- To be able to explain why I have chosen a particular material and why that would be the best choice.

PSHE (My Healthy Self)	How can we look after our bodies?				
	-To name the six basic emotions and recognise them using face and body clues. -To explain that people can feel different emotions in the same situation and give simple reasons why. -To describe emotions as comfortable or uncomfortable. -To describe how feelings can change and vary in strength, for example, 'a little bit' or 'a lot.' -To identify what makes them feel calm, relaxed or excited. -To explain why rest and enjoyable activities are important for wellbeing. -To identify what might make themselves and others feel worried, annoyed or upset and suggest ways to feel better.	-To name a variety of ways that they can move their bodies and describe how moving their body makes them feel healthy, strong and happy. -To identify some things that help them have a good night's sleep. -To be able to explain why sleep is important and describe how they feel depending on how well they have slept. -Name and describe a range of fruits and vegetables. -Sort foods into simple groups and explain that fruits and vegetables are a healthy choice. -Identify which foods and drinks should be enjoyed often and which should be enjoyed only sometimes. -Explain in simple terms why water and healthy foods help the body. -Explain why teeth should be brushed twice a day and demonstrate correct brushing technique. -Create a visual timetable that includes a variety of healthy habits from across the unit and explain how these habits help to keep the body and mind healthy.	-Talking about how they feel when they have had enough sleep or not enough sleep. -Recognising when they are active and how it makes them feel. - Independently choosing active play or movement during the school day. -Recognising opportunities for them to be active outside of school. -Beginning to join in with movement breaks or suggest when they need one. -Explaining why it is important to brush their teeth regularly. -Demonstrating how to brush teeth using an electric and a manual toothbrush correctly. -Sorting foods into basic groups (e.g. fruit, vegetables, sugary snacks, drinks). -Making simple healthy food choices (e.g. choosing water instead of juice, fruit instead of sweets, etc).	-To describe how being active makes me feel. -To explain why sleep is important and how a bedtime routine can help. -To recognise and explain that fruits and vegetables help keep our bodies healthy. -To explain how healthy food and drink choices help our body and mind. -To identify ways to help keep our teeth clean and healthy. -To use what I know about my looking after my body to create a healthy daily routine. -	-To describe how our minds and bodies are connected. -To describe physical factors that can influence how a person feels. -To explain why sleep is important to maintain good mental and physical health. -To explain that emotions affect actions and decisions. -To describe ways to manage difficult emotions. -To recognise signs that someone needs help. -To identify trusted adults and appropriate actions (y3).

	-To say how they feel and identify trusted adults who can help when feelings feel difficult (y1).				
	Key Vocabulary	Active, calm, dentist, exercise, five-a-day, healthy, healthy habits, protect	Enrichment Opportunities	Visit from a local Doctor.	
Physical Education	Fundamental Movement Skills: Playground Games in the 20th century				
	- Fundamental movement skills throughout Year 1.	- A dodge is to avoid someone by making a sudden movement. - A hop is a short jump on one foot. - A side gallop is a way of moving sideways whilst the body is facing forwards. - To strike a ball is to hit it into a space using a bat of the palm of the hand. - A tactic is a planned way of gaining an advantage over an opponent.	- To dodge another person. - To hop forwards. - To catch a ball with some control. - To throw balls underarm with accuracy. - To side-gallop. - To strike a ball with a partner. - To use tactics in a simple game.	- To develop the skill of dodging when playing a tig game. - To develop the skill of hopping when playing a game. - To demonstrate catching a ball with some control. - To throw underarm with some accuracy. - To demonstrate a side gallop. - To strike a ball to a partner (with accuracy). - To apply a simple tactic in a net/wall game.	- Fundamental movement skills continued to be practised throughout year 2.
	Key Vocabulary	Dodge, hop, side-gallop, strike, tactic.		Enrichment Opportunities	Lunchtime games with PE coach.
Religious Education (Christianity: God)	Does how we treat the world matter?				
	Christianity (God)- Why do Christians say that God is the ‘Father’?	- To know that Christians believe that God created the universe in 7 days. - To retell the creation story as follows... in the beginning - God started creation the first day - light was created the second day - the sky was created the third day - dry land, seas, plants and trees were created the fourth day - the Sun, Moon and stars were created	- To know how humans use natural resources in everyday life. - To discuss actions humans, take to look after the world e.g. picking up litter, recycling, saving water/electricity etc. - To share ideas about how we can change our actions to help look after the world.	- To discuss how humans use and abuse our natural world. -To discuss how our planet should matter to all humans and how our actions should reflect this. - To reflect on how we use the worlds resources. - To retell the story of creation from Genesis 1.	Christianity (God) How (and why) have some people served God?

		the fifth day - creatures that live in the sea and creatures that fly were created the sixth day - animals that live on the land and finally humans, made in the image of God were created by day seven - God finished his work of creation and rested, making the seventh day a special holy day. - To know that natural resources are materials from the Earth, eg- wood, oil, stone, metal, water.		- To suggest why Christians might think it is important to look after the world. - To discuss why Christians might say thank you to God at harvest festivals.	
	Key Vocabulary	Creation, universe, natural, harvest	Enrichment Opportunities	To create a class promise of things they will do to show that the world matters to them	