

## Year 2: Autumn Term – 1<sup>st</sup> Half Term

### English Autumn 1 and 2

#### Reading:

To read a variety of fiction, non-fiction and poetry, linked where possible to our writing and themes  
To apply phonic knowledge and skills to decode words. (Phase 1-5)  
To practise blending and segmenting skills  
To build fluency and confidence through re-reading texts  
To use VIPERS reading skills in whole class and small group reads

#### Writing:

To write and recite poetry  
To extend vocabulary  
To plan for a story  
To write extended sentences with a range of conjunctions  
To knowing and using capital letters correctly for sentence starts, names, headings and titles  
To reinforce use of commas between adjectives, correct use of question marks and exclamation marks  
To begin to develop an understanding of apostrophes to shorten words and for possession  
To identifying different sentence types – command, statement, question, exclamation

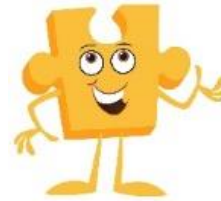
#### Spelling

To revise all phonemes learnt so far and blending these to spell whole words  
To explore patterns and rules when practising spellings  
To learn year 2 common exception words  
To use Spelling Shed to revise and research spelling rules



### PSHE / Jigsaw: Being Me in my World

To explain how my behaviour can impact others in my class  
To explain why it is important to listen to other people  
To give examples of how to make my class a happy and fair place  
To work co-operatively



### Autumn Key Texts

An Island in the Sun  
The Egg  
Castles  
Small Knight  
George and the Royal Chocolate Cake  
There is no dragon in this story  
**Whole Class Reading texts:**  
Claude on Holiday  
Wigglesbottom Primary-The Magic Hamster



### Art: Drawing and Sketching. What is tone?

To know how to control marks with different media  
To know that 'tone' in art means 'light and dark'  
To investigate tone by drawing light/dark lines using pencil  
To know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns  
To know that lines can be used to fill shapes, to make outlines and to add detail or pattern  
To know that shading helps make drawn objects look more three dimensional.  
To know how to show different tones by using coloured pencils and pastels.  
To know that there are different grades of pencil and know that some are harder than others  
To use a viewfinder to focus  
To discuss what I think art is  
To consider improvements that I can make to my work



### Maths

To count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward  
To recognise the place value of each digit in a two-digit number (tens, ones)  
To identify, represent and numbers using different representations, including the number line  
To compare and order numbers from 0 up to 100; use <, > and = signs  
To read and write numbers to at least 100 in numerals and in words  
To use place value and number facts to solve problems

### RE: What is the Good News that Jesus brings?

To know that Christians believe that Jesus brings the good news (Gospel) and that God loves them and he will forgive them when they go wrong.  
To know that Christians believe that by forgiving they will find peace in their own lives, with others, and with God.  
To know the story of the calling of Matthew (including why the tax collector was unpopular, and how people reacted), the tax collector and that Jesus chose as his closest friends (disciples) many who were friendless.  
To know that Christians will pray to God prayers to say sorry, to ask for things and to say thank you

### Design Technology



### Science: Uses of Everyday Materials

To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses  
To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching



### History: How has the role of Arundel castle changed since it was built?

To identify ways that places have changed over time.  
To know where people and events studied fit into a chronological framework  
To identify similarities and differences between people and events from different time periods  
To ask and answer questions related to history  
To recognise why people did things, why events happened and what happened as a result.  
To make simple observations about different types of people and events.



### Music: West African Call and Response

To use tempo, dynamics and timbre in their piece.  
To play in time with their group.  
To use instruments appropriately.  
To successfully sing back the melody line in time and at the correct pitch.  
To play either a call and/or response role in time with another pupil.  
To perform their composition.  
To understand that an instrument can be matched to an animal noise based on its timbre.



### Computing - computing systems and networks- IT around us

To recognise the uses and features of information technology  
To identify information technology in the home  
To identify information technology beyond school  
To explain how information technology benefits us  
To show how to use information technology safely  
To recognise that choices are made when using information technology



Online safety theme: Media Balance and Wellbeing

### Geography

### PE -Gymnastics

To plan and repeat simple sequences of actions.  
To perform basic gymnastic actions with some control and balance.  
To use directions and levels to make my work look interesting  
To work safely with others and apparatus.  
To communicate, and follow, simple instructions.

### PE - Fundamentals

To begin to provide feedback  
To begin to turn and jump with skipping ropes  
To describe how the boyd feels in exercise  
To show balance when changing direction  
To show balance and control with hopping, skipping and jumping movements, and when running at different speeds  
To work cooperatively with a partner and small group

## Year 2: Autumn Term – 2<sup>nd</sup> Half Term

**English:** continuation of Autumn 1 skills

### PSHE / Jigsaw: Celebrating Differences

To explain that sometimes people are bullied because of difference

To know that friends can be different and still be friends

To explain how being bullied can make someone feel.

To say how to stand up for myself when I need to



### RE: What is the Good News that Jesus brings?

To know that Christians believe that Jesus brings the good news (Gospel) and that God loves them and he will forgive them when they go wrong.

To know that Christians believe that by forgiving they will find peace in their own lives, with others, and with God.

To know the story of the calling of Matthew (including why the tax collector was unpopular, and how people reacted) the tax collector and that Jesus chose as his closest friends (disciples) many who were friendless.

To know that Christians will pray to God prayers to say sorry, to ask for things and to say thank you.

Year 2 children will also perform the main roles in the EYFS/KS1 Nativity

### Design Technology: Sewing puppets

To design and label my puppet using my evaluation of exiting products.

To consider the resources I will use to make the embellishments, drawing, and labelling them in my design.

To name and explain the use of needles and threads for joining fabrics together.

To demonstrate how to make a running stitch and sew on a button.

To evaluate my puppet and say how I followed my design.

To explain what problems I overcame when making my puppet.



### Maths

To solve problems with addition and subtraction using concrete objects and pictorial representations

To recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100

To add and subtract numbers using concrete objects, pictorial representations, and mentally, including:

a 2-digit number and ones

a 2-digit number and tens

two 2-digit numbers

adding three 1-digit numbers

To show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot



### Science: Uses of Everyday Materials

To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching



### Geography: Why are some places hot and some places cold?

To name and locate the world's seven continents and 5 oceans

To name some of the world's hot and cold countries.

To begin to identify and locate deserts and poles on a world map.

To identify the location of hot and cold areas of the world.

To understand why countries are hot and cold in relation to the Equator and the North and South Poles.

To use a plan and an infant atlas to create a simple map.

To use symbols on a simple map.

To use geographical vocabulary



### Art

### Music: Singing – On this Island

To breathe after each phrase in a song when singing

To sing a song from memory

To use different pitches while singing (high and low notes)

To sing lyrics accurately

To perform actions that match lyrics

To collaborate and communicate within a group

To use sounds creatively to represent a chosen environment

To perform a composition

To apply pitch and dynamics to enhance a composition

To read notation from left to right

### Computing: creating media-digital photography

To know what devices can be used to take photographs

To use a digital device to take a photograph

To describe what makes a good photograph

To decide how photographs can be improved

To use tools to change an image

To recognise that images can be changed

Online safety theme: Online Bullying



### History

### PE: Ball skills

To begin to provide feedback using key words.

To begin to understand and use simple tactics.

To dribble a ball with my hands and feet with some control.

To roll and throw a ball to hit a target.

To send and receive a ball using both kicking and throwing and catching skills.

To track a ball and collect it.

To work co-operatively with a partner and a small group.