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| Creature Features. | **STEM OVERVIEW:** Biological Sciences-external features and different environments  Where living things are found and what external features they have to help them survive  Where animals live and what external features they have that help them survive  What animals live in the ocean and what body parts they have that help them survive  What animals live in UK woodlands and what body parts they have that help them survive  What insects live in the garden and what body parts they have to help them survive  What are the parts of a plant and what each part does  Why plants from different habitats look different  **TOPIC VOCABULARY: living thing, feature, habitat, plant, animal, leaf, stem, flower, seed, root, survive, eat, breathe, move, protection.** |
| Autumn 1/2  Cycle B  Year 2 |

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| Maths | English |
| **Place value-Count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward.**  Recognise the place value of each digit in a two digit number.  **Identify, represent and estimate numbers to 100 using different representations including the number line.**  Compare and order numbers from 0 up to 100 and use the signs <, > and =.  **Read and write numbers to at least 100 in numerals and words.**  Use place value and number facts to solve word problems.  **Addition and subtraction- recall and use addition and subtraction facts to 20 fluently and derive and use related facts to 100.**  Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.  **Add and subtract numbers using concrete objects, pictorial representations and mentally, including: a 2 digit number and units; a 2 digit number and tens; two 2 digit numbers; adding three 1 digit numbers.**  Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.  **Solve problems with addition and subtraction.**  Measurement-length and mass-choose and use appropriate standard units to estimate and measure length/height in any direction in metres and centimetres; mass in grams and kilograms to the nearest appropriate unit using rulers and scales.  **Compare and order length and mass and record the results using <, > and =.**  Continue revision and consolidation of previously taught topics and skills through the use of the Maths Box and Weekly Skills.  **Continue to learn the 2,5,10 and 3 times tables in and then out of order.** | **Phonics in RWI and literacy lessons:**  **continue to apply phonic knowledge and skills as the route to decode words, until automatic decoding has become embedded and reading is fluent**  read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes  **read accurately words of two or more syllables that contain the same graphemes as above**  **read words containing common suffixes**  read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word  **read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered**  read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation  **re-read these books to build up their fluency and confidence in word reading.**  **Reading comprehension in RWI, guided reading, 'Read to Succeed', class reading: develop pleasure in reading, motivation to read, vocabulary and understanding by:**  listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently  **discussing the sequence of events in books and how items of information are related**  becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales  **being introduced to non-fiction books that are structured in different ways**  recognising simple recurring literary language in stories and poetry  **discussing and clarifying the meanings of words, linking new meanings to known vocabulary**  discussing their favourite words and phrases.  **Spelling in RWI, Spellzoo, Hammer Grammar, literacy and cross curricula writing:**  **segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly**  learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones  **learning to spell common exception words**  learning to spell more words with contracted forms  **learning the possessive apostrophe (singular)**  distinguishing between homophones and near-homophones  **add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly**  write from memory simple sentences dictated by the teacher that include words using the  GPCs, common exception words and punctuation taught so far.  **Grammar and Punctuation in RWI, Hammer Grammar, literacy and cross curricula writing:**  use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)  **use sentences with different forms: statement, question, exclamation, command**  use expanded noun phrases to describe and specify  **use the present and past tenses correctly and consistently including the progressive form**  use subordination (when, if, that, or because) and co-ordination (using or, and, but)  **use some features of written Standard English**  use and understand the grammatical terminology when discussing our writing.  **Writing composition in RWI, literacy and cross curricula writing: retell a familiar story- The Very**  **Hungry Caterpillar; retell a Beatrix Potter tale; write a biography of Beatrix Potter; write a report about the animals found in our local woodlands (outdoor learning link); write a diary**  **entry for the day in the life of a specific woodland creature; write an explanation of the life cycle of a woodland creature.** |
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| Science | Geography | History |
| **Living things and their habitats: year 2**  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  **Identify and name a variety of plants and animals in their habitats, including microhabitats (outdoor learning link)**  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.  **Animals, including humans: year 2**  Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)  **Ongoing: working scientifically-asking simple questions and recognising that they can be answered in different ways; observing closely, using simple equipment; performing simple tests; identifying and classifying; using observations and ideas to suggest answers to questions; gathering and recording data to help in answering questions.** | **Understand geological differences and similarities through the study of the human and physical geography of a small area of the UK and of a contrasting non-European country-the Lake District and the Amazon Rainforest.**  Locate hot and cold areas of the world in relation to the Equator and the North and South Poles-the Amazon Rainforest.  **Use world map, atlases, globes to identify other places studied-the Amazon Rainforest.** | **Study lives of significant individuals in the past who have contributed to national/international achievements-Beatrix Potter, her writing, illustrating and conservation work in the Lake District.** |

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| Art and Design | Design and Technology | Music |
| **Learn about a range of artists, craftsmen and designers-Beatrix Potter.**  Use a range of materials-diorama of a woodland, clay/plasticine model of woodland creature.  **Use drawing, painting and sculpture to share and develop ideas, experiences and imagination.**  Develop techniques of colour, pattern, texture, line, shape, form and space-sketching and painting woodland animals in the style of Beatrix Potter. | **Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology when designing a model of a common woodland tree.**  Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].  **Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.**  Build structures, exploring how they can be made stronger, stiffer and more stable.  **Evaluate their ideas and products against design criteria.** | **Charanga 1**: through the South African song Hands, Feet, Heart, we shall:   * use our voices expressively and creatively by singing songs and speaking chants and rhymes * play tuned and untuned instruments musically * experiment with, create, select and combine sounds using the inter-related dimensions of music. * listen with concentration and understanding to a range of high-quality live and recorded music:   Symphony no.5 by Beethoven; The Entertainer by Scott Joplin; In the Hall of the Mountain King by Grieg; Adiemus by Karl Jenkins; Hungarian Dance no.5 by Brahms; Waltz from Sleeping Beauty by Tchaikovsky; Montagues and Capulets by Prokofiev.  **Charanga 2:** through the Christmas song Ho, Ho, Ho! we shall:   * use our voices expressively and creatively by singing songs and speaking chants and rhymes * play tuned and untuned instruments musically * experiment with, create, select and combine sounds using the inter-related dimensions of music. * listen with concentration and understanding to a range of high-quality live and recorded music:   Night on a Bare Mountain by Mussorgsky; Firebird Finale by Stravinsky; Largo from New World Symphony by Dvorak; Minute Waltz by Chopin; Hallelujah Chorus from Messiah by Handel; Troika-Sleigh Ride by Prokofiev.  Learning our songs for the school Christmas musical. |

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| Languages | Physical Education | Outdoor Learning |
| Not applicable in KS1. | BSP Coach  Fundamental Movements  master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.  School Staff  Throwing and catching  master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.  BSP Coach  Team Games  participate in team games, developing simple tactics for attacking and defending  master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities  School Staff  Multi skills  master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. | From September until December, one afternoon per week:   * Leaf art using different types and colours * Leaf identification * Twig frames * Identifying different colours and textures * Leaf necklaces and headbands * Animal shelters * Human shelters * Woodland creature identification |

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| PSHE/RSE | Religious Education | Computing |
| **Our first topic is Drug Education**  Core Theme: Health and Wellbeing.    H1. Identifying different ways to keep healthy.  H5. Demonstrating simple hygiene routines that can stop germs from spreading.  H6. Understanding how medicines can help people to stay healthy.  H11. Naming different feelings.  H28. Talking about rules and age restrictions that keep us safe.  H31. Understanding that household products (including medicines) can be harmful if not used correctly.  H33. Talking about the people whose job it is to help keep us safe.  H37. Understanding that things that people put into their body or on their skin can affect how people feel.  **The second topic is Being Me**  Core themes: Living in the Wider World/Relationships/Health and Wellbeing.    L4. Recognising the different groups they belong to.  L14. Identifying that everyone has different strengths.  R23. Recognising the ways in which they are the same and different to others.  H21. Recognising what makes them special.  H22. Identifying the ways in which we are all unique.  H23. Identifying what they are good at, what they like and dislike. | Based on the Derbyshire Agreed Syllabus 2020.  **Unit 1.1 Believing: Christians.**  **Who is a Christian and what do they believe?**  Talk about some simple ideas about Christian beliefs about God and Jesus (A1).  Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).  Talk about issues of good and bad, right and wrong arising from the stories (C3).  Ask some questions about believing in God and offer some ideas of their own (C1). | **TOPIC 1:**  **Computer Systems and Networks**  **Computer science:**   * **create and debug simple programs** * **use logical reasoning to predict the behaviour of simple programs** * **understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions**   **Information technology:**   * **use technology purposefully to create, organise, store, manipulate and retrieve digital content**   **Digital literacy:**   * **recognise common uses of information technology beyond school; use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.**   **TOPIC 2:**  **Creating Media-Digital Photography**  **Information technology:**   * **use technology purposefully to create, organise, store, manipulate and retrieve digital content**   **Digital literacy:**   * **recognise common uses of information technology beyond school; use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.**   Ongoing through PSHE and assembly: To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.  **STEM: use QR code readers and other technology to conduct research.**  Participate in the use of interactive games.  **Locate specific websites using search engines.**  Gather information to answer questions about plants and animals. |