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| Push-me, Pull-you. | **STEM OVERVIEW:** Physical sciences-pushing and pulling. What a force is and what it does. What the difference is between a push and a pull. How the amount of force applied to an object affects how it moves or changes shape. How the size and/or mass of an object changes how much force is needed to move it. Why objects fall to the ground when there is no surface for them to sit on. How pushes and pulls affect objects in water. **TOPIC VOCABULARY: force, apply, push, pull, gravity, invisible, position, direction, shape, size, weight, movement, soft, hard, small, medium, large, mass, path, float, sink, buoyancy.** |
| Autumn 2/Spring 3Cycle BYear 2 |

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| Maths | English |
| **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 =.**Statistics-interpret and construct simple pictograms, tally charts, block diagrams and simple tables.**Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.**Ask and answer questions about totalling and comparing categorical data.**Multiplication and division-recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.**Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (X), division (÷) and equals (=) signs.**Show that the multiplication of two numbers can be done in any order (commutative) and the division of one number by another cannot.**Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.**Measurement-money-recognise and use the symbols of pounds (£) and pence (p).**Combine amounts to make a particular value.**Find different combinations of coins that equal the same amount of money.**Solve simple problems in a practical context involving addition and subtraction of money in the same unit, including giving change.**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: write a biography of Sir Isaac**  **Newton; recount real events-the Montgolfier hot air balloon flight and the Wright aeroplane**  **flight; instructions about how to make a hot air balloon model; recount personal**  **experiences of different forms of travel; write a report about different modes of**  **transport; retell the story of Where the Wild Things Are; visual literacy Chitty Chitty Bang**  **Bang.** |

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| Science | Geography | History |
| **Through the STEM topic: Uses of everyday materials - year 2**Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.**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.** | **Use world map, atlases, globes to identify other places studied.**Name and locate the world's 7 continents and 5 oceans, when looking at the lives and work of the Montgolfier and Wright brothers. | **Study events beyond living memory that are significant nationally or globally,**Study lives of significant individuals in the past who have contributed to national/international achievements, through the life and works of Sir Isaac Newton, Montgolfier and Wright brothers. |

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| Art and Design | Design and Technology | Music |
| **Use a range of materials,**Develop techniques of colour, pattern, texture, line, shape, form and space,**Use drawing, painting and sculpture to share and develop ideas, experiences and imagination, in work about modes of transport, seascapes and skyscapes.** | **When making a model of a hot air balloon:****design purposeful, functional, appealing products for themselves and other users based on design criteria and generate, develop, model and communicate their ideas through talking and drawing.**Select from and use a range of tools and equipment to perform practical tasks.**Select from and use a wide range of materials and components, including construction materials and textiles, according to their characteristics.**Evaluate their ideas and products against design criteria.**Build structures, exploring how they can be made stronger, stiffer and more stable.** | **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 Christmas musical.**Charanga 3: through the rock song I Wanna Play in a Band, 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

Winter and Spring from the Four Seasons by Vivaldi; Storm Interlude by Britten; Hedwig’s Theme from Harry Potter by John Williams; Ode to Joy and Fur Elise by Beethoven. |

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| Languages | Physical Education | Outdoor Learning |
| Not applicable in KS1. | BSP CoachTeam Gamesparticipate in team games, developing simple tactics for attacking and defendingmaster 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 activitiesSchool StaffMulti skillsmaster 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 CoachFootballparticipate in team games, developing simple tactics for attacking and defendingmaster 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 activitiesSchool StaffDanceperform dances using simple movement patterns | 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 |
| **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.**The third topic is Changes**Core themes: Health and Wellbeing. H13. Recognising that feelings can affect the way we think, feel and behave. H16. Recognising ways of sharing feelings. H18. Identifying ways to manage big feelings. H19. Recognising when we need help and understand how to ask for help. H20. Identifying feelings associated with change/loss. H24. Exploring how to manage when we find things difficult. H26. Explaining how people’s needs change as they grow from young to old. H27. Explaining positive ways of preparing to move to a new class/year group. | Based on the Derbyshire Agreed Syllabus 2020.**Unit 1.3 Believing: Jewish People****Who is a Jew and what do they believe?**Talk about how the mezuzah in the home reminds Jewish people about God (A3).Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1).Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means (A2). | **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.**

**TOPIC 3:****Data and Information-Pictograms****Information technology:*** **use technology purposefully to create, organise, store, manipulate and retrieve digital content**

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.**Through the STEM topic: locate websites using search engines and QR codes. Use the internet to research and find information. Use digital devices to capture and save still images. Take part in an online quiz.** |