



YEAR 2 - AUTUMN TERM 1 Happy, Successful, Curious Communicators

LRR

- -To predict what might happen on the basis of what has been read so far.
- -To discuss and clarify the meaning of words, linking new meanings to known vocabulary
- -To ask and answer questions about what is read to them.
- -To make inferences on the basis of what is being said and done.
- -To explain and discuss their understanding of books that they listen to.
- -To discuss the sequence of events.
- -To draw on what they already know when participating in discussion about books that are read to them, taking turns and listening to what others say.

ENGLISH

Toys in Space Katie Morag Beegu Changes in Transport



PE

Week 1 - I can carefully roll a ball to my peer.

Week 2 - I can roll a large ball into a target.

Week 3 - I can roll a small ball into a target.

Week 4 - I can roll a ball into a designated target area.

Week 5 - To copy and explore movements with control and coordination.

Week 6 - To explore and create different pathways and patterns.

Week 7 - To use equipment in a variety of ways to create a sequence.

Week 8 - To use equipment in a variety of ways to create a sequence.

MUSIC

-To know the meaning of crotchet, quavers and crotchet rest Listening

-To understand the difference between crotchet, quavers and crotchet rest through copying the class

- Modelling and body percussion.

-To understand the difference between crotchet, quavers and crotchet rest by inventing rhythms using class percussion

-To read chanted rhythm patterns using stick notations -To create their own chanted rhythm pattern using stick notation

-Practice chanted rhythm pattern with stick notation -To recap and practice their patterns

-Perform chanted rhythm pattern with stick notation

SCIENCE

-To identify and classify.

-To use observations and ideas to suggest answers to questions

> - To be able to ask simple questions and recognise that they can be answered in

different ways. -To gather and record data to help in answering questions.

To begin to discuss my ideas about how to find things out.

> -To be able to record data (flow diagram).

Key Question - What do living things need to do to survive?





MATHS

Week 1 - Number and Place Value

Week 2 - Number and Place Value

Week 3 - Number and Place Value

Week 4 -Addition and Subtraction to 20

Week 5 - Addition and

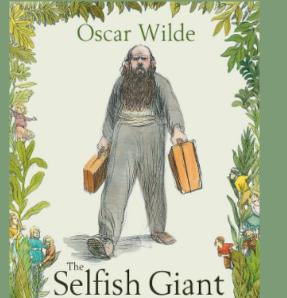
Subtraction to 20

Week 6-Geometry

Week 7-Multiplication and

Division

Week 8- Addition and Subtraction to 50



HISTORY

-To know about different modes of transport used in the past compared to

-To know who the Wright Brothers are and what they did.

-To know how flight has changed over time.

- Trip to Cosford to learn about the different types of aircrafts.

-To know the impact that the invention of powered planes had on travel.

-To know who Neil Armstrong is and why he is important.

-To compare The Wright Brothers' mission to the Apollo11 mission.

RE-JUDAISM

·Lesson 1: To reflect on a time I was kind Lesson 2: To re tell t he story of t he good Samar it an. Lesson 3: To creatively reproduce the story of the good Samaritan.

Lesson 4: To develops kills to help me overcome un kindness from others

Lesson 5: To reflect on how I can be kind to my peers.

Lesson 6: Key Question: Is is possible to be kind to everyone all the time?

PSHE

Week 1: Hopes and Fears for the year

Week 2: Rights and responsibilities

Week 3: Rewards and consequences

Week 4: Rewards and consequences

Week 5: Our learning charter

Week 6: Owning our learning charter



ICT

-To know that for most people the internet is an important part of life and has many benefits.

-To understand how to communicate safely

-To know how to be respectful online.

-To make safe choices when using the internet.

-To use technology safely by making safe choices when using the internet.

-To describe the 5 SMART rules that keep us safe online.

DESIGN AND TECHNOLOGY

-To explore and evaluate existing toy vehicles, and begin to understand how to use wheels and axels.

-To explore and choose the best tools for cutting and the best materials for function, and explain choices.

-To design a moving vehicle through diagrams, and labels, based on what I already know about toy vehicles, following a vehicle design criteria, and explain the purpose of the product.

-To join materials (wooden wheels, axels, rods and cardboard boxes) together using different types of glue.

To measure and mark out using a ruler, cut and shape using scissors safely.

To use finishing techniques such as paint, to improve the product.