

Main Driver

History – Wild West

‘Should Year 2 conquer the wild?’

Changes in living memory (linked to aspects of national life where appropriate); Key Individuals; Lives of significant historical figures, including comparison of those from different periods

Impact of settlers on the Native Americans

NUMERACY

Number/Calculation. Know 2, 5, 10x tables. Begin to use place value (T/U). Count in 2s, 3s, 5s & 10s. Identify, represent & estimate numbers. Compare / order numbers. Write numbers to 100. Know number facts to 20 (+ related to 100). Use x and ÷ symbols. Recognise commutative property of multiplication.

Measurement Know and use standard measures
•Read scales to nearest whole unit •Use symbols for £ and p and add/subtract simple sums of less than £1 or in pounds •Tell time to the nearest 5 minutes.

WOW/IMMERSION

Life in the Wild West. Panning for gold Making knots for lasso. Cooking on the fire. Archery. Trip to the Rising Sun Visit to Rising Sun Country Park to look at different animal habitats / art in nature / den building

Story map
a Native American tale.

Orally re tell story onto iPads.

PE

Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination. Perform dances using simple movement.

LITERACY

Writing Develop positive attitude & stamina for writing. Begin to plan ideas for writing. Record ideas sentence-by-sentence. Make simple additions & changes after proof-reading. Record ideas sentence-by-sentence
•Make simple additions & changes after proof-reading. Grammar • Spell by segmenting into phonemes •Learn to spell common ‘exception’ words

Spoken

Language Articulate & Justify answers
•Initiate & respond to comments •Use spoken language to develop understanding

Newspaper Report – The journey of the Pilgrims to America

Wanted Posters for our story characters.

Innovate our own Native American Story

Geography:

Name & locate world’s continents and oceans. Compare local area to a non-European country. Use basic vocabulary to describe a less familiar area.

Science

Differentiate living, dead and non-living Growing plants (water, light, warmth).Basic needs of animals & offspring.

Simple food chains & habitats.

Identify and compare uses of different materials. Compare how things move on different surfaces.

NOVEL STUDY

Reading

Develop phonics until decoding secure.
•Read common suffixes •Read & re-read phonic-appropriate books Discuss & express views about fiction, non-fiction & poetry. Become familiar with & retell stories. Ask & answer questions to make inferences.

Letter writing
home – The Pilgrims describing their voyage.

Letters from the Native Americans point of view.

SPAG

Learn to spell common ‘exception’ words.

Use . ! ? , and ’ Use simple conjunctions. Begin to expand noun phrases. Use some features of standard English

D & T

Design purposeful, functional & appealing products. Generate, model & communicate ideas Use range of tools & materials to complete practical tasks.

Art

Use a range of materials Use drawing, painting and sculpture

Music

Sing songs, play untuned musical instruments.

Talk for writing – **researching** for writing our news reports

Legacy

Trip to BBC studios to see how programmes are filmed, especially news reports.

Class then film their own TV News report to answer the question ‘Should Year 2 conquer the Wild West’

PSHE

Getting on and Falling out to recognise what they like and dislike, what is fair and unfair, and what is right and wrong; to recognise, name and deal with feelings in a positive way; to think about themselves, learn from their experiences and recognise what they are good at how to set simple goals to recognise choices they can make, and recognise the difference between right and wrong.

Autumn Term 2018 – Year 2

We are learning to..

Question: Should Year 2 conquer the Wild West?

ICT

Use logical reasoning to make predictions Organise, store, retrieve & manipulate data