

# Year 2 - Autumn Term 1 2020



We will be look at and learn about orienteering and how to navigate to specific places.

**Topic Driver – Geography And Science**

**Final Cross Curricular Outcome**

A design summary about an invention, and labelling a map.

## English

We will develop stamina for writing by writing for different purposes. (Real and fictional/own and other's experiences including simple narratives, poems and recounts).

We will write down our ideas and/or keywords, including new vocabulary.

We will also encapsulate what we want to say, sentence by sentence.

We will read aloud what we have written with appropriate intonation to make the meaning clear.

Our word choices will be thoughtful and sometimes ambitious with specific or technical vocabulary used in non-narrative writing.

We will use full stops and capital letters and ensure that most are correct. (This will be consistent across a range of dictated and independent writing)

We will mostly use exclamation and question marks accurately to demarcate sentences.

We will segment spoken words into phonemes and record these as graphemes. (Single syllable words and multisyllabic words segmented into spoken words and phonemes represented by a phonetically plausible spelling. E.g. yesterday, exsighting, speshal, different).

## GEOGRAPHY

To make, use and understand a map of the local area. To do that we will be; creating a plan of the classroom, using a simple key to identify the different areas in the class.

We will then create a blank plan of the school, the children have to complete a key identifying the different land use around the school.

Using the plan previously created, we will write directions to specific areas using compass points to get there.

After that we will plan a route to get to specific places in the village, by foot or by car. Discuss road safety and how to keep safe when we are out and about.

To follow their own maps to get to places in the village.

### T4 W Unit

Using a journey story (T4W) teach the features of a journey narrative.

Innovate – Change one of the places the characters go on the journey.

Invent – Write own journey story based on 'The Snail and the Whale' changing the two characters.

## COMPUTING

We will use purple mash to develop our coding skills. We will find out what an algorithm is, create a computer program using simple algorithms. We will also learn about online safety.

## Maths

Number: Place Value - Count objects to 100, Read and write to 100 in numerals and words, Representations to 100, Tens and one's place value and addition, Compare objects, Compare numbers, Order objects and numbers, Count in 2s, 5s, 10s, Count in 3s.

Number: Addition and Subtraction - Addition and subtraction bonds to 20, Checking calculations – inverse and concrete resources, Compare number sentences, Related facts, Bonds to 100 (in 10s), Add and subtract – one and two digit numbers.

## PE

We will play simple ball games involving kicking, catching or throwing. Begin to be able to work with a partner and start to link skills and actions within simple games.

## PSHRE

We will discuss about good and not-so-good feelings, develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings. They will recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not-so-good consequences. To recognise that their behaviour can affect other people. To recognise what is fair and unfair, kind and unkind, what is right and wrong.

**'The Snail and the Whale' CLPE Unit Writing Outcomes – Big Write: Diary Entry, Newspaper report.**

**'The Snail and the Whale' CLPE Unit**

**Writing Outcomes -Big Write Missing Poster/Fact file – character description. Poem – Under the Sea. Letter – to the other snails describing the settings.**

## NOVEL STUDY

The Snail and the Whale by Marcus Sedgwick

## SCIENCE

We will be identifying the uses of materials, match materials to everyday items. Sort into rigid and flexible materials. Examine how do we change the shape of materials to make the everyday objects? How do we change the shape of objects by squashing, bending, twisting and stretching? Explore different materials to test their flexibility. Discuss the best material for drying a car after it has been washed. Look at materials that are absorbent, compare different papers, cloth and sponges. Explore different fabrics and investigate how waterproof they are using a dropper of water. Finally we will think about hard materials and their absorbent/lack of absorbency properties. Which building materials are absorbent?

## CREATIVE

In our art lesson we will be trying out a range of marks on different surfaces using different media with the focus on tone. We will sketch in response to "The Owl Who Was Afraid of the Dark" by Jill Tomlinson. Our music lessons will allow us to explore and appraise repeated rhythmic patterns. We will be learning the song 'Hands feet heart' and use instruments to perform this song.