

Year 2 Autumn Term 2020

Topic	Time Travellers
English - Reading	<ul style="list-style-type: none"> • Develop reading comprehension skills with focus on inference, sequencing, predicting, vocabulary and retrieval. • Apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. • Discuss the sequence of events in books and how items of information are related. • Answer and ask questions • Predict what might happen on the basis of what has been read so far. • Discuss and clarify the meanings of words, linking new meanings to known vocabulary. • Make inferences on the basis of what is being said and done.
English - Writing	<ul style="list-style-type: none"> • Leaving spaces between words joining words and joining clauses using and Use adjectives in their writing. Orally compose a sentence sequencing sentences to form short narratives beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. • Write about real events • Learn how to use both familiar and new punctuation correctly including full stops and capital letters • Use the present and past tenses correctly and consistently, including the progressive form. • Plan or say out loud what they are going to write about • Write down ideas and/or key words, including new vocabulary. • Use expanded noun phrases to describe and specify. • Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but). • Write narratives about personal experiences and those of others. • Write poetry
Maths	<ul style="list-style-type: none"> • Recognise the place value of each digit in a two-digit number (tens, ones). • Identify, represent and estimate numbers using different representations, including the number line • Compare and order numbers from 0 up to 100; use <, > and = signs • Read and write numbers to at least 100 in numerals and in words. • Use place value and number facts to solve problems. • Solve problems with addition and subtraction. • Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. • Add and subtract numbers using concrete objects, pictorial representations, and mentally. • Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. • 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.
Science	<ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways, including use of scientific language. • Observe closely, using simple equipment, including changes over time. • Perform simple comparative tests. • Identify, group and classify. • Use their observations and ideas to suggest answers to questions, noticing similarities, differences and patterns. • Gather and record data to help in answering questions, including from secondary sources of information. • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • Notice that animals, including humans, have offspring which grow into adults.

History	<ul style="list-style-type: none"> • Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Learn about events beyond living memory that are significant nationally or globally and the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. • Learn about significant historical events, people and places in their own locality.
Computing	<ul style="list-style-type: none"> • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. • Create and debug simple programs. • Use logical reasoning to predict the behaviour of simple programs. • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • 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.
Music	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Experiment with, create, select and combine sounds using the inter-related dimensions of music.
RE	<ul style="list-style-type: none"> • Know that stories are told for a variety of reasons. • Learn that religious stories can be a way of learning about faith. • Know that some stories teach people about God and how to behave. • Show that they understand the meaning behind a range of stories. • Offer ideas for stories of their own that have a moral. • Be able to name some of the great religious leaders, and explain qualities that are necessary for a good leader. • Be able to talk about some of the great religious leaders. • Be able to talk about similarities and differences in the leaders studied. They may be able to discuss other leaders they have encountered.
PSHE	<ul style="list-style-type: none"> • Make positive real-life choices. • Make simple choices that improve their health and well-being e.g. healthy eating • Recognise why healthy eating and physical activity are beneficial. • Manage basic personal hygiene. • Recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health and wellbeing.
PE	<ul style="list-style-type: none"> • 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. • perform dances using simple movement patterns.
Art	<ul style="list-style-type: none"> • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
DT	<ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. • 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.

