

## Year 2 Autumn Term 2020

Topic – Superhero, Superhero Me/Once Upon a Time

Class Text/s: Eliot Midnight Superhero

Traction Man is here

Little Red Riding Hood

Three Little Pigs

RE	Domestic Church Beginnings	Judaism Shabbat	Baptism Signs and Symbols	Advent/Christmas Preparations
<b>English</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"><li>• Read aloud books closely matched to phonic knowledge, building unfamiliar words with increased accuracy and without undue hesitation</li><li>• Read accurately and without needing to sound out</li><li>• Read accurately words that have been encountered frequently</li><li>• Read known CEW fluently</li><li>• Segment words into syllables to aid decoding uses punctuation to aid reading with expression notices when reading does not make sense and attempts to self-correct</li><li>• Listen to and talks about a wide range of contemporary and classic poetry, stories and non-fiction</li><li>• Retell a range of story in sequence</li><li>• Answer questions about books read and shared</li><li>• Find and retrieves information</li><li>• Begin to ask simple questions about books read and shared</li><li>• Recognise simple recurring language in poems and stories</li><li>• Make plausible predictions</li><li>• Distinguish between fact and fiction</li><li>• Show some awareness of text features</li></ul> <p><b>Writing</b></p> <ul style="list-style-type: none"><li>• Use basic layout conventions in different forms of writing</li><li>• Plan out loud what is going to be written</li><li>• Create simple plans to support writing</li><li>• Make simple changes to writing where appropriate</li><li>• Proof-read own writing to check for basic errors</li></ul> <p><b>Grammar and Punctuation</b></p> <ul style="list-style-type: none"><li>• Use joining words (and, or, but, so)</li><li>• Use question marks and exclamation marks in writing</li><li>• Use simple adjectives for description</li><li>• Understand and use the terms noun, verb and adjective</li></ul> <p><b>Phonics/Spelling</b></p> <ul style="list-style-type: none"><li>• Words with the 'n' sound spelt 'kn' and 'gn' at the beginning of words</li><li>• Words with the 'r' sound spelt 'wr' at the beginning of words</li><li>• Words with the 'j' sound spelt as 'ge', 'dge' and 'g'</li><li>• Words with the 's' sound spelt 'c' before 'e', 'i', 'y'</li><li>• Add -ing, -ed, -er, -est, -y to words ending in 'e' with 'a' consonant before it</li><li>• Begin to select correct GPCs in spelling</li></ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"><li>• Form lower case letters of the correct size relative to one another</li></ul>			

<b>Mathematics</b>	<p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>• Begin to count in steps of 2 and 5 from 0, and in tens from any number, forward and backward</li> <li>• Recognise each digit in a two-digit number up to 20 (tens, ones)</li> <li>• Identify, represent and estimate numbers using different representations, including the number line (up to 100) and consolidate the associated language e.g. equal to, more than, less than (fewer), most and least</li> <li>• Begin to compare and order numbers from 0 up to 100. Use = sign</li> <li>• Begin to read and write numbers to at least 50 in numerals and 20 in words</li> <li>• Begin to use number facts to solve simple problems</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>• Begin to recognise and use the inverse relationship between addition and subtraction and use this to solve missing number problems to 50</li> <li>• Begin to recall and use addition and subtraction facts to 20 and use related facts up to 50</li> <li>• Add and subtract <ul style="list-style-type: none"> <li>○ a two-digit number and ones.</li> <li>○ adding three one-digit numbers.</li> </ul> </li> <li>• Begin to show that addition of two numbers can be done in any order and subtraction of one number from another cannot</li> <li>• Begin to recognise and use the inverse relationship between addition and subtraction and use this to solve missing number problems to 50</li> </ul> <p><b>Measurement – Money</b></p> <ul style="list-style-type: none"> <li>• Recognise coins and notes</li> <li>• Count the total of money</li> <li>• Finding the difference</li> <li>• Calculate change</li> </ul> <p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>• Recognise, make and add equal groups</li> <li>• Use 'x' symbol</li> <li>• Begin to learn 2, 5, 10 times tables</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Gather and record data to answer a question – what happens to my height over the year?</li> <li>• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• Understand that animals have senses to help individuals survive (touch, smell, sight)</li> <li>• Know that animals have senses to help individuals survive. To understand when animals sense things they are able to respond</li> <li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>• Recognise the difference between past and present</li> <li>• Sequence objects according to their age</li> <li>• Develop an awareness of significant historical places</li> <li>• Use sources to answer simple questions about the past</li> <li>• Ask and answer simple questions about the past through observing and handling a range of sources</li> <li>• Learn about significant historical places in the locality – Durham Cathedral</li> </ul>

<b>Geography</b>	<ul style="list-style-type: none"> <li>• Spot the differences between the seasons</li> <li>• Find clues to decide which season we are in</li> <li>• Understand where I am in the world</li> <li>• Locate on a map the seven continents</li> <li>• Locate on a map the oceans that link the continents</li> <li>• Describe where different continents are located</li> <li>• Identify the physical and human features of a continent</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>• Master basic movements developing balance, agility and co-ordination</li> <li>• Perform gymnastic sequence with balance, travelling action, jumps and rolls</li> <li>• Explore the 5 basic shapes: straight/tucked/star/straddle/pike</li> <li>• Balance in these shapes on large body parts: back, front, side, bottom</li> <li>• Explore and develop balance on front and back</li> <li>• Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet</li> <li>• Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet</li> <li>• Begin to travel on hands and feet</li> <li>• Explore shape in the air when jumping and landing with control</li> <li>• Challenge balance and use of core strength by exploring and developing use of upper body strength</li> <li>• Practise different skills associated with simple games (e.g. co-ordinating throwing and catching).</li> <li>• Work co-operatively in teams</li> </ul>
<b>Computing</b>	<ul style="list-style-type: none"> <li>• Log on to computers independently</li> <li>• Understand what code does</li> <li>• Understand that algorithms are precise instructions that are followed</li> <li>• Follow a simple algorithm</li> <li>• Devise a simple algorithm</li> <li>• Begin to be familiar with variables and <i>'debugging'</i> programs</li> <li>• Understand and follow the rules for being safe online</li> </ul>
<b>Art and Design</b>	<ul style="list-style-type: none"> <li>• Discuss the artwork of LS Lowry</li> <li>• Control lines to create simple drawings</li> <li>• Draw on smaller and larger scales</li> <li>• Use a range of materials</li> <li>• Create my own artwork</li> <li>• Evaluate my own artwork</li> </ul>
<b>Design and Technology</b>	<ul style="list-style-type: none"> <li>• Research sliders and leavers</li> <li>• Explore sliders and leavers</li> <li>• Design a moving book</li> <li>• Create a moving book</li> <li>• Evaluate a product</li> </ul>

## Music

- Sing a song they know well
- Identify the pulse in songs
- Mark the pulse of a song with stamps/claps
- Add an instrument to play on the beat and to play with the rhythm
- Chant/sing, clap the rhythm of the song; transfer the rhythm onto an un-tuned instrument; use it to accompany the chanting
- Count with a steady pulse
- Contribute ideas and control sounds as part of a class composition and performance

PE kit needed: Wednesday & Thursday

Homework given: Friday

Homework due: Thursday

Spelling test: Friday