

Year 2 – The Place Where I Live – Autumn 1

Literacy - Read aloud

Grandad's Island

- Apply phonics to decode unfamiliar words and read aloud with increasing accuracy
- Recognise and read common exception words occurring in texts
- Retell the story logically, linking events and explaining how ideas connect
- Discuss and clarify new vocabulary from the story (e.g. emotions, settings)
- Infer characters' feeling (e.g. Syd and Grandad) using evidence from pictures and text
- Make predictions using story clues and prior knowledge
- Share ideas and opinions about the story and justify them clearly
- Discuss questions and practise complete, clear sentences

The Goose That Laid The Golden Eggs

- Apply phonics to decode new vocabulary, including common suffixes and multisyllabic words
- Identify recurring story language common in traditional tales
- Retell the traditional tale and explain the sequence of events
- Identify the moral of the story and discuss the consequences of characters' actions
- Compare the tale with other familiar traditional stories, recognising patterns
- Discuss favourite words and phrases, clarifying new meanings
- Use RWI talk routines to debate characters' choices (e.g. whether the farmer acted wisely)
- Speak clearly when retelling the tale to a partner or small group
- Participate in drama to deepen understanding of character motivation

Mrs Noah's Pockets

- Use phonics to decode unusual or multisyllabic vocabulary in linked reading tasks
- Recognise unusual sound-spelling correspondences found in more complex words

Maths

Place value

- Read and write numbers to at least 100 in numerals and in words
- Recognise the place value of each digit in a two digit number (tens, ones)
- Identify, represent and estimate numbers using different representations including number line
- Compare and order numbers from 0 up to 100; use <, > and = signs
- Use place value and number facts to solve problems
- Count in steps 2, 3 and 5 from 0, and in tens from any number, forward and backward

Addition and subtraction

- Recall and use addition and subtraction facts to 20 fluently, and derive and use relative facts up to 100
- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two-digit numbers; adding three one-digit numbers
- Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

History

Significant places in my locality (Preston)

- Identify significant historical places in Preston, such as key buildings, streets, landmarks or areas that have changed over time
- Use simple historical vocabulary (e.g. past, present, old, modern, before, after) to talk about Preston's history

- Explain meanings of new words linked to creatures, settings, and imaginative elements
- Infer characters' thoughts and motivations using textual evidence
- Identify and discuss recurring descriptive language or patterns in the story
- Summarise key ideas using the structure of the story
- Participate in small-group discussions, building on peers' ideas

Literacy – Writing

Character descriptions

- Write simple and extended sentences to describe a character using appropriate adjectives and expanded noun phrases
- Encapsulate ideas sentence-by-sentence, planning descriptive orally through model texts and imitation phase
- Use new vocabulary drawn from reading and shared texts to enhance description
- Use capital letters, full stops, question marks and exclamation marks accurately
- Use coordination (and, but, or) and subordination (because, when, if, that) to give detail about characters
- Apply correct present and past tense forms consistently in descriptive writing
- Plan character descriptions verbally
- Make simple edits: improving vocabulary, checking for missing punctuation, and ensuring writing makes sense
- Read writing aloud with clear intonation

Poems developing vocabulary

- Write simple poems experimenting with language choices, focusing on new and adventurous vocabulary
- Identify and use patterned language, rhyme, rhythm, or repeated structures inspired by model poems
- Draw on vocabulary from high-quality read-aloud poems to enrich their own writing

- Ask and answer questions about Preston's past using a range of sources such as old maps, photographs, and artefacts
- Observe and compare old and new maps of Preston to identify differences in buildings, streets, and land use
- Use fieldwork (local walks) to develop an understanding of why certain places are significant and how they functioned historically
- Develop an awareness of the past and how Preston has changed over time, placing significant buildings or locations within a simple chronological framework
- Identify similarities and differences between Preston in the past and present
- Explain why certain places in Preston are considered significant (e.g. historical importance, community role, architectural style, events that occurred)
- Recognise that some places have been important for many years and contributed to local identity
- Communicate historical findings through spoken explanations, drawings, simple written accounts and labelled maps
- Use historical understanding to organise and present ideas
- Take part in discussions, sharing observations and asking historically valid questions about Preston's buildings, environment and heritage

Geography

Small area of the UK – where I live

- Identify that Plungington is part of the city of Presto, in the northwest of England, and locate it on a UK map
- Recognise simple geographical features of their locality and describe where they live within the wider UK context
- Describe human and physical features of Plungington and surrounding areas using appropriate geographical vocabulary (e.g. houses, shops, parks, roads, traffic, green space)
- Understand similarities and differences between the local area and another small area of the UK (e.g. contrasting rural or coastal locality)

- Use expanded non phrases to create vivid imagery in poems
- Use appropriate sentence types for effect, including exclamation where fitting
- Orally rehearse lines of poetry before writing
- Edit poems to refine vocabulary and improve clarity or imagery
- Perform poems using intonation and expression to make meaning clear

Simple retelling of a narrative

- Write a short narrative using clear sequence: beginning -> middle -> end
- Retell a familiar story using story maps, actions and oral rehearsal
- Include descriptive detail using expanded noun phrases and varied sentence structure
- Write narrative about real or fictional experiences with appropriate vocabulary
- Use past tense consistently when retelling events
- Use coordination (and, but, so) and subordination (when, if, that, because) to join ideas and extend detail
- Apply correct punctuation at sentence boundaries (capital letters, full stops, question marks, exclamation marks)
- Plan the narrative orally, drawing on drama and role-play to develop ideas
- Write down key words and vocabulary before drafting the full retelling
- Reread writing to check sense, correct time verbs, and ensure clarity
- Read aloud final retelling with appropriate intonation

Phonics

- Children to read words containing set 1, 2 and 3 sounds speedily.
- Read multisyllabic words accuracy and pace.

By the end of Autumn 1, pupils should be able to

- Read Blue storybooks with increased fluency and comprehension
- Read all of set 3 sounds speedily
- Read 70/80 words per minute.

- Develop a sense of place, explaining what makes Plungington special or unique based on their observations
- Use basic geographical vocabulary to describe key physical features (e.g. weather, trees, fields, rivers) and human features (e.g. buildings, roads, shops, places of worship) of Plungington
- Identify how the area is used by people (homes, work, travel, recreation) and discuss land use in different parts of the locality
- Use simple fieldwork skills to observe, record and discuss features in the local environment, such as on a local walk through Plungington
- Use aerial photographs, maps, and plan perspectives to identify landmarks and basic features
- Create simple maps of the local area (classroom, school grounds, street routes) including basic symbols in a key
- Use simple compass directions (North, South, East, West) and directional language (near, far, left, right) to describe routes in Plungington and to explain where features are located
- Collect and discuss geographical data from first-hand experiences
- Identify positive aspects of their area and suggest improvements, demonstrating early geographical evaluation skills (e.g. adding greenery, improving playgrounds, reducing litter)
- Communicate their views about their environment and how it meets the needs of the community
- Communicate geographical information through drawings, simple graphs, written labels, spoken explanations, and map-making
- Present learning clearly using fieldwork notes, sketches, and simple presentations about Plungington's human and physical features

<u>Art and Design</u>	<u>Computing</u>	<u>Physical Education</u>	<u>Religious Education</u>
<u>Drawings and paintings of the local area</u> - Record and explore ideas inspired by first-hand observation of Preston, including buildings, parks and streets, using sketchbooks or loose paper - Ask and answer questions about starting point for local-area artwork (What can we see? What shapes? What colours?) - Use observations of the local environment to develop their own imaginative responses - Use a variety of media (e.g. pencils, crayons, charcoal, pastels) to create observational drawings of local buildings, natural features and landmarks - Develop control of line, shape, pattern and texture, including: - Drawing lines and marks from observation - Observing and drawing shapes accurately - Investigating textures (e.g. brick, tree bark) through rubbing, naming and copying - Use drawing to share their ideas and represent what they see in Preston	<u>Coding</u> - Understand what an algorithm is - Create a computer program using an algorithm - Create a program using collision detection - Understand the collision detection events in a program - Understand that algorithms follow a sequence - Create a computer program that includes different object types - Use different events in a program to make objects move - Understand the function of buttons in a program and add these to a program - Know what debugging means - Debug simple programs <u>PSHE</u> <u>Me and My Relationships</u> - Suggest actions that will contribute positively to the life of the classroom - Make and undertake pledges based on those actions - Take part in creating and agreeing classroom rules	<u>Bounce Ball</u> - Develop competence and confidence in basic movements including running, changing direction and controlled stopping - Improve agility, balance and coordination when bouncing, tracking and retrieving a ball - Demonstrate improved hand-eye coordination when bouncing a ball with one or two hands (static and moving) - Bounce a ball with increasing control, using their fingertips and maintaining awareness of space - Move safely while bouncing a ball, showing awareness of others and personal space - Begin to alternate hand when bouncing to show developing bilateral coordination - Participate in simple individual and paired bounce-control challenges - Apply bouncing skills in modified tasks, developing consistency and control - Compete against themselves by improving repetition counts and time-on-task scores <u>Y2 Games – Piggy in the Middle</u>	<u>(Christianity- God)</u> <u>Why do Christians say that God is a Father?</u> - Explain that many Christians call God ‘Father’ because they believe God loves, guides and cares for them like a loving parent - Recall that in the bible and Christian prayer, especially the Lord’s Prayer, God is addressed as Father (“Our Father...”) - Know that the Hebrew word ‘Abba’ (used by Jesus) means ‘Father,’ showing that Christians understand God as loving and close - Recognise key Christian beliefs that God is a provider, creator, forgiver and comforter, helping people in good times and bad - Retell a simple version of the Parable of the Lost Son and explain that the father in the story represents God, showing unconditional love and forgiveness - Identify Christian practices linked to prayer (e.g. closing eyes, lighting candles, praying in church or at home) and describe why Christians pray to God as their loving Father - Recognise symbols or actions used in Christian prayer (e.g. hands

▪ Use paint to express ideas about the local area, experimenting with different brush sizes and techniques ▪ Mix primary and secondary colours to represent the environment realistically or imaginatively (e.g. greens of parks, browns/greys of buildings) ▪ Work on different scales to create paintings of Preston, from small detailed studies to larger collaborative pieces ▪ Use painting to develop and share their ideas, experiences and imagination ▪ Develop a wider range of art techniques using colour, pattern, texture, line, shape, form and space, applying them to drawings and paintings of their local surroundings ▪ Learn to identify and use vocabulary related to drawing and painting (line, tone, shade, texture warm/cool colours, foreground/background) ▪ Begin making choices about materials and tools to achieve specific effects when representing local scenes	▪ Explain, and be able to use, strategies for dealing with impulsive behaviour ▪ Identify what they like about the school environment ▪ Identify any problems with the school environment (e.g. things needing repair) ▪ Make suggestions for improving the school environment ▪ Recognise that they all have a responsibility for helping to look after the school environment ▪ Explain how it feels to be part of a group ▪ Explain how it feels to be left out from a group ▪ Identify groups they are part of ▪ Suggest and use strategies for helping someone who is feeling left out <u>Music</u> <u>Tony Chestnut</u> ▪ Sing Toy Chestnut with a steady pulse and clear dictation, using voices expressively and creatively ▪ Maintain the melody while adding the coordinated actions associated with the song, developing vocal control and physical-musical coordination	▪ Use basic movement (throwing, catching, moving to space) within a team game setting ▪ Catch a ball with increasing accuracy using two hands, preparing position and focus before receiving ▪ Attempt to intercept passes using good positioning and awareness ▪ Develop simple tactics for attacking and defending, such as moving into space to receive or blocking passes to defend ▪ Understand the importance of marking, dodging, and quick passing in a game situation ▪ Work cooperatively with teammates to keep possession or regain possession ▪ Take part in team games, learning to communicate clearly (my ball, pass now) ▪ Show respect, fairness and turn-taking, contributing positively to group activities ▪ Understand the role of different players within the game and begin to switch roles (attacker/defender)	together, kneeling) and say what they might mean to believers (e.g. focus, respect, closeness to God) ▪ Reflect on what makes a good parent or carer and relate this to why Christians describe God in this way ▪ Identify who comforts, guides and listens to them in their own lives, and compare this with why Christians pray to God ▪ Consider what kinds of things Christians might want to talk to God about (e.g. thankfulness, worries, forgiveness, good news) ▪ Ask and answer questions about God using appropriate religious vocabulary (e.g. Father, prayer, forgiveness, love, creator) ▪ Give an example of a Christian belief (e.g. God loves and cares for his followers) and a Christian story that shows this ▪ Recognise how Christian beliefs about God as Father might influence behaviour (e.g. being caring, forgiving, loving)
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▪ Explore work by artists who depict cityscapes, landscapes or local environments, comparing similarities and differences between their work and their own ▪ Use artist examples to inspire how they use lines, colours, perspectives and textures in their drawings and paintings of Preston ▪ Review and describe what they and others have created, expressing likes, dislikes, and possible improvements ▪ Discuss how effectively they represented the features of Preston and consider what they might change or develop in future work ▪ Use the language of art (line, colour, texture, shape) to explain their choices	▪ Experiment with changing vocal expression (e.g. whispering, speaking, singing) to highlight parts of the song ▪ Keep a steady beat throughout the song, tapping or moving in time ▪ Clap or play simple rhythmic patterns that match the lyrics of Toy Chestnut, developing an awareness of short/long sounds and repeated rhythmic patterns ▪ Begin to recognise and copy simple rhythmic motifs used within the song ▪ Listen with concentration to the song and identify changes in tempo, dynamics and structure ▪ Respond physically to the music (e.g. actions, movement, freezing at the end of phrases), showing understanding of pulse and phrasing ▪ Discuss what they hear using musical vocabulary such as loud/quiet, fast/slow, high/low, beat, rhythm, pattern ▪ Use untuned percussion (e.g. calves, tambourines, hand drums) to play the pulse or a simple rhythmic pattern along with Tony Chestnut		
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	▪ Experiment with different timbres (e.g. tapping, shaking, scarping instruments) to represent different parts or characters in the song ▪ Play instruments musically, starting and stopping together in response to signals and music cues ▪ Improvise short rhythmic patterns using body percussion or instruments after singing the song ▪ Create alternative actions or movement patterns for the song to show understanding of structure and phrasing ▪ Suggest simple changes to tempo, dynamics or actions and explain how this affects the performance ▪ Participate in class or small-group performances of Tony Chestnut, using clear singing, consistent beat, and coordinated actions ▪ Perform confidently for peers, showing awareness of timing, ensemble skills, and expressive communication ▪ Begin evaluating their performance and recognising areas for improvement (e.g. keeping in time, clearer words)		
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