

Year 2 Autumn 2

Reading

Paddington

- Use sketches and tables to summarise a text. Focus on using the 'said' words and punctuation cues to add expression to dialogue. Connection focus: which three words (voyage, stowaway, luggage, marmalade) are more closely linked together?
- Retrieve specific facts from the text. Focus on which words you emphasise and explain the reasons for the emphasis. Application focus: can you use these words (haste, skidded, several) in a sentence of your own?
- Use sub-headings to easily identify the section of text where the answer can be found. Focus on technical vocabulary, e.g. climate, tropical, hemisphere, habitat, rainforest, mammals, reptiles/ Etymology focus: spec (Latin: to see, examine)
- Infer a character's feelings from facial expressions, gestures and how they say things. Focus on the smoothness of reading, particularly recognising words on sight. Definition focus: bitterly – in an angry way
- Draw on their knowledge of different characters to determine their favourite food. Focus on reflecting the humour and the visceral first line descriptions of the marmalade. Connection focus: lug holes – an informal way to describe our ears.
- Retrieve evidence to support a perdition. Focus on how the exclamation and question marks provided clues on how to read those sentences. Colloquialism focus: goodness gracious – an exclamation of surprise.
- Identify key words in the question to support finding the answer in the text. Focus on the pace – how does the pace change to reflect the calm at the start of the bath and the panic towards the end of the bath? Deconstruction focus: admiringly – what is the root word? What suffixes have been added to the root word? How has that changed the meaning of the root word?
- Retrieve the advice given in a section of text. Focus on adopting the appropriate tone for the text. Definition focus: positives – the good things.
- Infer the reasons for the characters' actions. Focus on voice projection and adding actions to enhance meaning. Compound words focus: spot the compound words - gleamed, retired, restless, downstairs, arm chair.
- Recommend another text that can be linked to the core text. Focus on good paired reading, e.g. sitting side by side, placing the text between them, using a lolly stick or finger to follow.

The Christmas Pine

- Match a summary to the relevant section of text. Focus on the emphasis of rhyming words and rhythm. Definition focus: discuss the different meanings of the word cone.
- Perform a poem and find and copy specific words or phrases in a text. Understand the difference between reading and performing a poem. Connection focus: understand how all these words (tone, emphasis, pace, gestures, enthusiastic) link to performing poetry.
- Link events to the different component parts of a story. To be able to create the mood of wonder and mystery through volume and intonation. Etymology focus: luna (Latin: moon)

Maths

Number – Addition and Subtraction

- Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
- Solve questions and problems that use numbers bonds to 10, 20 and 100 facts to help support this learning.
- 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 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.
- To add three 2 digit numbers together using partitioning where needed.
- 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.

Geometry – Properties of Shape

- Recognise 2D and 3D shapes
- Count sides and vertices on 2D shapes
- Draw 2D shapes
- Recognise lines of symmetry on 2D shapes
- Use lines of symmetry to complete shapes
- Sort 2D shapes
- Count faces, edges and vertices on 3D shapes
- Sort 3D shapes
- Make patterns with 2D and 3D shapes

- Use inference to solve riddles. Understand what tone and pace to adopt for the reading of the riddles, e.g. should I read this quickly, be very excited, and add an air of mystery...? - Use what they read as stimulus for their own ideas. Focus on re-reading text to achieve near-perfect fluency. <u>Writing</u> <u>Formal invitations</u> - Create a layout to present information in a format that is easy to understand. Understand what an invitation is. Name key information required for the text time. Design a layout to present information in a format that is easy to understand. - Use formal tone. Use command and statement sentences. Orally compose a sentence with a formal tone. Say a statement and command sentences. - Structural understanding and execution of extended task. Choose language that will interest the reader. - Plan my writing. Choose language that will interest the reader. Present key information in a way that is easy to understand. - Use formal tone throughout. Write command and statement sentences. Present key information in a way that is easy to understand. <u>Stories from other cultures</u> - Describe a character using adjectives and expanded noun phrases. Identify details that show an understanding of the culture. Orally compose descriptive sentences. Identify details that show an understanding of the culture. - Describe a setting using adjectives and expanded noun phrases. Include details that show an understanding of the culture. Use adjectives, adverbs and expanded noun phrases. - Use third person throughout your writing. Use and sustain the past tense. - Create a clear and simple story plot. Understand that planning is important for writing e.g. to organise your ideas, develop characters and the plot, explore language choices and see the overall picture. - Describe characters and settings using adjectives, adverbs and expanded noun phrases. Use a variety of descriptive techniques to describe a setting and character. - Use third person throughout your writing. Include details that show an understanding of the culture. - Edit writing to check for meaning. - Use and sustain the past tense, edit secretarially and conclude a story. Understand the elements needed for a good ending.		<u>Science</u> <u>Animal- Animal Survival and Growth (Humans)</u> - What is an animal? - How do animals change as they mature? - How do we change as we mature? Notice that humans have offspring which grow into adults. - What do all animals need to stay alive? Find out about and describe the basic needs of humans, for survival (water, food and air). <u>Health- How we Grow and Stay Healthy</u> - Why do we exercise? Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. - Why do we eat different types of food? - Medicines can be useful when we are ill. Medicines can be harmful if not used properly. <u>Children Might Work Scientifically</u> - By observing, through video or first-hand observation and measurement, how humans grow. - By recording their findings using charts. - By asking questions about what things animals [humans] need for survival and what humans need to stay healthy. - By suggesting ways to find answers to their questions.	
<u>History</u> Events beyond living memory - The Great Fire of London <u>Chronology</u> Show their developing knowledge and understanding of the past by:	<u>RE</u> <u>Why do Christians say Jesus is the Light of the World?</u>	<u>Computing</u> <u>Online Safety</u> <u>Searching and sharing</u>	<u>PE</u> <u>Games</u> <u>Ball skills – Bouncing a ball</u> Fundamental skills

▪ Recognising the distinction between past and present (<i>e.g. London's 1666 houses and people and their modern equivalent</i>). ▪ Identifying some similarities and differences between ways of life in different periods (<i>e.g. London now and then</i>). ▪ Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...). <u>Events, People and Changes</u> ▪ To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events. ▪ Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied (<i>e.g. comparing modern fire engines to fire marks and leather buckets</i>). ▪ Use simple stories and other sources to show that they know and understand key features of events. <u>Communication</u> ▪ Understand and use the simple historical concepts such as now/then and same/different. ▪ To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing). ▪ Understand historical concepts and use them to make simple connections and draw contrasts.	▪ Suggest what Christians might mean when they refer to Jesus as 'the Light of the world'. ▪ Talk about the different titles that might be given to Jesus – Christ/ Messiah/ Saviour/Son of God. ▪ Identify ways in which Christians might use light as part of their Christmas celebrations (advent candles, candle-light carol services, Christingle) – and the symbolic meaning. ▪ Talk about the different ways that Christians might celebrate Christmas. ▪ Identify different ways that humans use light. ▪ Discuss the importance of light – as a source of comfort, security and hope. ▪ Talk about how and why light might be an important symbol. ▪ Ask questions about the value of sources of light in their own lives. ▪ Talk about the people who provide comfort, security and hope for them. Suggest ways in which they might be a light for others.	▪ Use the search facility to refine searches ▪ Share work they have created on the Purple Mash display board. ▪ Have some knowledge and understanding about sharing more globally on the internet. <u>Email and Using 2Respond</u> ▪ Know email is a form of digital communication. ▪ Use 2Respond to open and send a simple email to a 2respond character. <u>Digital Footprint</u> ▪ Understand what a digital footprint is. ▪ Think critically about the information they leave online. ▪ Give examples of things they would not want to be in their digital footprint. ▪ Identify steps that can be taken to keep personal data and hardware secure. <u>Spreadsheets</u> ▪ Understand what a spreadsheet is used for. ▪ Navigate around a simple spreadsheet. ▪ Enter data into cells. ▪ Add images to a spreadsheet. ▪ Use the move cell tool. ▪ Use images as calculation aids. ▪ Use clipart images in a spreadsheet. ▪ Use totalling tools to solve a simple puzzle. ▪ Use the 'Speak' and 'Count' tools. ▪ Add and edit data in a table layout. ▪ Use a spreadsheet program to automatically create charts and graphs from data.	▪ To demonstrate bouncing a ball with some control. ▪ To demonstrate bouncing a ball with some control while moving. ▪ To demonstrate bouncing a ball and passing in a simple game. ▪ To demonstrate throwing a ball at a target with some accuracy. ▪ To demonstrate passing a ball with accuracy then move into a space. ▪ To show a simple tactic in a game. Targeted continued development of key Fundamental Movement Skills for KS1 linked to ongoing assessments. <u>Character</u> ▪ Resilience ▪ To improve my performance and not worry about what other people can do. ▪ To preserve and try to improve through sustained effort ▪ To have a go and persevere when things get hard. ▪ To learn from my mistakes and ask for feedback so that I can improve. ▪ To keep trying in a game even if things aren't working.
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<u>Enquiry, Interpretation and Using Sources</u> - Use sources to answer simple questions about the past. - Ask and answer questions about the past through observing and handling a range of sources, such as, objects, pictures, people talking about their past, buildings, written <u>Sources</u> To begin to understand the reasons why people in the past acted as they did from a range of sources (<i>e.g. pictures depicting fleeing Londoners, Samuel Pepys extracts, digital clips from selected films</i>).			
<u>Design and technology</u> Textiles – Puppets <u>Evaluation of Existing Products</u> - Explore existing products and investigate how they have been made. - Decide how existing products do/do not achieve their purpose. - Talk about their design as they develop and identify good and bad points. - Note changes made during the making process as annotation to plans/drawings. <u>Focused Tasks: Textiles</u> - Cut out shapes which have been created by drawing round a template onto the fabric. - Join fabrics by using e.g. running stitch, glue, staples, over sewing, tape. - Decorate fabrics with attached items e.g. buttons, beads, sequins, braids, ribbons. - Colour fabrics using a range of techniques e.g. fabric paints, printing, painting. <u>Design</u>	<u>Music</u> Performing - Use their voices expressively by singing songs and speaking chants and rhymes. - Play tuned and untuned instruments. - Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). Listening - To listen with concentration to a range of high quality live and recorded music and to internalize and recall sounds with increasing aural memory. - Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organized and used expressively within simple structures (for example, beginning, middle, end). - Experience how sounds can be made in different ways (for example, vocalizing, clapping, by musical instruments, in the environment) and described using given and invented signs and symbols.	<u>PSHE</u> - To identify some of the physical and non-physical differences and similarities between people. - To know and use words and phrases that show respect for other people - To be able to identify people who are special to us. - To explain some of the ways those people are special to them. - To be able to recognise and explain how a person's behaviour can affect other people. - To be able to explain how it is to be part of a group and how it feels to be left out of a group. - To be able to identify groups we are part of and help someone who is feeling left out. - To be able to recognise acts of kindness and unkindness and how they impact on other people's feelings	

- Use pictures and words to convey what they want to design/make. - Propose more than one idea for their product. - Explore ideas by rearranging materials. - Use drawings to record ideas as they are developed. - Add notes to drawings to help explanations. - Describe their models and drawings of ideas and intentions. <u>Make</u> - Discuss their work as it progresses. - Select materials from a limited range that will meet the design criteria. - Select and name the tools needed to work the materials. - Explain what they are making. - Explain which materials they are using and why. - Name the tools they are using. - Describe what they need to do next. <u>Evaluation (of their Finished Product)</u> - Say what they like and do not like about items they have made and attempt to say why. Discuss how closely their finished product meets their design criteria and how well it meets the needs of the user. <u>Food and nutrition</u> <u>Evaluation of Existing Products</u> - Explore existing products and investigate how they have been made. - Decide how existing products do/do not achieve their purpose. <u>Focused Tasks: Food</u> - Develop a food vocabulary using taste, smell, texture and feel.	- Know how music is used for particular purposes (for example, for dance, as a lullaby). Creating - Experiment with and create musical patterns. - Explore, choose and organise sounds and musical ideas. - Explore and express their ideas and feelings about music using movement, dance and expressive and musical language. - Make improvements to their own work. Pitch - Identify high and low sounds. Duration - Respond to sounds of different duration. - Recognize the difference between long and short sounds. - Copy simple patterns of sound of long and short duration. - Recognize the difference between steady beat and no beat. - Identify similar rhythmic patterns. Tempo - Identify the differences between fast and slow tempos. - Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. Timbre - Recognize the difference between singing and speaking. - Recognize the difference between wood, metal, skin (<i>drum</i>) and 'shaker' sounds. - Match selected sounds with their pictured source. - Explore the different kinds of sound that my singing and speaking voice can make.	- Suggest kind words and actions they can show to others and to show random acts of kindness around school. - To be able to demonstrate active listening techniques. - To suggest a range of strategies with common situations requiring negotiation skills to help foster and maintain relationships.	
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▪ Group familiar food products e.g. fruit and vegetables. ▪ Explain where food comes from. ▪ Cut, peel, grate, and chop a range of ingredients. ▪ Work safely and hygienically. ▪ Understand the need for a variety of foods in a diet. ▪ Measure and weigh food items, non-statutory measures e.g. spoons, cups. <u>Design</u> ▪ Use pictures and words to convey what they want to design/make. ▪ Propose more than one idea for their product. ▪ Select appropriate technique explaining: First... Next... Last... ▪ Select pictures to help develop ideas. ▪ Use drawings to record ideas as they are developed. ▪ Add notes to drawings to help explanations. ▪ Describe their drawings of ideas and intentions. <u>Make</u> ▪ Discuss their work as it progresses. ▪ Select ingredients (materials) from a limited range that will meet the design criteria. ▪ Select and name the tools needed to work the ingredients (materials). ▪ Explain what they are making. ▪ Explain which ingredients (materials) they are using and why. ▪ Name the tools they are using. ▪ Describe what they need to do next. ▪ Evaluation (of their Finished Product) ▪ Note changes made during the making process as annotation to plans/drawings.	▪ Identify different voices by their vocal qualities. ▪ Use sound words or phrases to describe selected sounds and the ways in which they are produced. <u>Texture</u> ▪ Recognize a song with an accompaniment and one without accompaniment. ▪ Determine one strand of music or more than one strand. <u>Structure</u> ▪ Recognise that the sections of a piece of music sound the same or different.		
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