

YEAR GROUP: 2	TERM: Autumn 1	TITLE: Street detectives
ENGLISH	MATHS	SCIENCE
<p>Reading: Word Reading</p> <ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading. discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases <p>Reading: Comprehension Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p>	<p>Place Value/Number to 100:</p> <ul style="list-style-type: none"> count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward compare and order numbers from 0 up to 100; use <, > and = signs identify, represent and estimate numbers using different representations, including the number line 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) use place value and number facts to solve problems <p>Addition and subtraction:</p> <ul style="list-style-type: none"> 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, including: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers show that addition of two numbers can be done in any order (commutative) and 	<p>Materials:</p> <ul style="list-style-type: none"> Identify the uses of everyday materials in a familiar location (e.g. school or home), recording their findings. Sort and grade a range of materials for a specific property (e.g. smoothness). Identify and describe the range of materials that can be used to make a single given object (e.g. cup, chair, table or shelter). Describe how the shape of some materials can be changed by twisting, bending, squashing or stretching. Relate a material's physical properties to its uses (e.g. describe or demonstrate how a material can be unsuitable for a given task due to its ability to be changed by squashing and bending). Ask simple questions and recognise that they can be answered in different ways Observe closely Identifying and classifying Perform simple tests Gathering and recording data to help in answering questions

<ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>making inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>Writing: Transcription Spell by:</p>	<p>subtraction of one number from another cannot</p> <ul style="list-style-type: none"> • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems • 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 	
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- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
 - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling
 - learning to spell common exception words
 - learning to spell more words with contracted forms
- add suffixes to spell longer words, including -ment, -ness,
- apply spelling rules and guidance, as listed in English Appendix 1
 - write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Writing: Handwriting & Presentation

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Writing: Composition

Develop positive attitudes towards and stamina for writing by:

<ul style="list-style-type: none">• writing narratives about personal experiences (recounts)• Create a non-chronological report about their local area using T4W approach - text mapping and innovating ideas.• Consider what they are going to write before beginning by:• planning or saying out loud what they are going to write about, carrying out appropriate research.• writing down ideas and/or key words, including new vocabulary• encapsulating what they want to say, sentence by sentence• Make simple additions, revisions and corrections to their own writing by:• evaluating their writing with the teacher and other pupils• re-reading to check that their writing makes sense and that verbs to indicate time are used correctly• GPS coverage: nouns, vowels and consonants, demarcating sentences, forming nouns with -ness, punctuating sentences.		
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COMPUTING	RE	PE
<p>Online/E-safety:</p> <ul style="list-style-type: none"> Recognise common uses of information technology outside of school Use technology safely and respectfully Learn how to keep personal information private Identify where to go if they have concerns about content or contact on the internet or other online technologies Understand what is appropriate for children online. 	<p>Christianity- what did Jesus teach?:</p> <ul style="list-style-type: none"> I can remember something Jesus said or did to be kind. I can say if I think Christians should be kind. I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. I can say if I think Christians should be kind and give a reason. I can tell you some ways Christians try to follow Jesus' example of being kind. I can say why I think Christians should be kind and understand why this might sometimes be difficult. 	<p>Sports day preparation/Assessment:</p> <ul style="list-style-type: none"> Run a short distance with co-ordination and speed. Skipping - children learn to skip on the spot and in motion. Balance practise - egg and spoon race. Fine and gross motor skills. Jumping, hopping and moving with precision. Orienteering- following map/pictorial instructions to complete a task. Using letter legends resources.
MFL	PSHE	MUSIC
<ul style="list-style-type: none"> Say hello and goodbye in a range of languages 	<p>Being me in my world:</p> <ul style="list-style-type: none"> I can identify some of my hopes and fears for this year I understand the rights and responsibilities for being a member of my class and school I can listen to other people and contribute my own ideas about rewards and consequences I understand how following the learning charter will help me and others learn I can recognise the choices I make and understand the consequences 	<p>Harvest singing concert:</p> <ul style="list-style-type: none"> Use own voice expressively in different ways including speaking, singing and chanting for different effects. Perform to an audience with confidence. Listen with concentration and understanding to a range of high-quality live and recorded music of different genres. Tempo, dynamics and timbre (Oak Academy) - children can use untuned percussion instruments and voices to explore and understand these musical concepts.

ART OR DT	HISTORY	GEOGRAPHY
<p>Art</p> <p>Appreciate and replicate the work of different artists - Claude Monet.</p> <ul style="list-style-type: none"> • Children will develop understanding of Monet as an artist. • Practise techniques of painting used by Monet. • Sketch then paint a selected Monet painting using brushes and fingers. <p>Complete live sketches of the local area considering size, space and shade.</p> <ul style="list-style-type: none"> • Support children to observe the shade they are looking at and portray this in their sketches. • Practise the skill of sketching. 	<ul style="list-style-type: none"> • significant historical events, people and places in their own locality • Describe how their own life is different from past generations of their family. • Use further terms associated with the past. • Use stories of famous historical figures to compare aspects of life in different times - ROBERT PEEL • Describe how people, places and events in their own locality have changed over time. • Describe changes in the local area during their own lifetime and that of their parents and grandparents - MILE OAK • Begin to understand cause and effect by looking at a significant individual's actions and what happened as a result - ROBERT PEEL 	<ul style="list-style-type: none"> • Describe and compare human and physical features seen in their local environment. • Name and locate the capital cities of the UK and its surrounding seas. • Draw simple maps or plans using symbols for a key - including sketch maps. • Label the compass points and include these on a map. • Create and use a map key to both observe maps and create sketch maps. • Name and locate the worlds continents and oceans on a world map or globe. • Locate hot and cold areas of the world in relation to the equator. • Collect and organise data. • Suggest ways of improving the local environment. • Describe how a physical or human process has changed an aspect of an environment (eg, the local area).

		<ul style="list-style-type: none">• Explain simple patterns and offer an explanation (eg, count traffic and suggest reasons for why the flow changes at different times).• Explain how a place has changed over time
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