

Year 2

English:

Speaking and Listening

Develop ability to discuss views and opinions with peers.

Reading – Developing a love of reading, fluency and comprehension through daily RWI phonics sessions, sharing whole class texts, group guided reading and individual reading.

All Year 1 common exception words - consolidate: today, said, were, was, your, they, here, there, were, friend, school, house.

Year 2 common exception words - find, kind, mind, behind, path, bath, class, grass, pass, told, hold, gold, old.

Stories about Journeys including Dear Teacher and Sinclair Wonder bear.

Writing - Writing postcards, letters, and stories.

Writing simple and compound sentences using the conjunctions: 'and, because'. Learning how to use punctuation correctly, including capital letters, full stops.

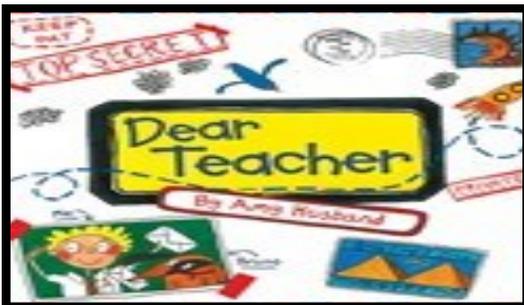
Using expanded noun phrases to describe and specify, i.e. adjectives to describe nouns.

Letter Formation and Handwriting –

Form letters correctly by learning the two basic letter joins – 'the arm' and 'the washing-line' and begin to use cursive writing.

Key question:

- Can you find three words to describe a character or setting?



Autumn Term 1 2019-20

Learning Values:

Harmonious
Determined to achieve our best

S.M.S.C.

UNICEF Article 29 (Goals of Education)
Education must develop every child's personality, talents and abilities to the full.....



North Ealing Primary School



Extended writing topics:

- Letter writing based on Dear Teacher
- Scientific themed adventure story based on Sinclair Wonder Bear

Science: How do the properties of materials determine what they are used for?

Pupils will be exploring the physical properties of a range of materials through scientific investigations. They will find out how the properties of different materials can change when a force is applied. Pupils will also raise scientific questions, identify what to observe and work on describing the properties of materials using scientific vocabulary. Pupils will identify and compare the suitability of a variety of everyday materials for particular uses.

Key questions:

- What objects do you know that are made of plastic?
- Can you think of a material that would be suitable for a raincoat?
- What happened when we twisted each material?
- What conclusions can you draw from this investigation?

Teachers: Miss Page, Mrs Hayre-Milne,
Mr Rutherford

Maths: Number and Place Value

Recognise, count, read, write, compare and order numbers to 50/ 100.

Identify the place value of each digit in a 2 digit number.

Compare and order numbers 0-100 using the <, > and = signs.

Recall and use addition and subtraction facts to 20 fluently (including number bonds).

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.

I can count in 10s from any number forwards and backwards.

Geometry

I can order and arrange combinations of mathematical objects in patterns and sequences.

Measure

I can compare and order measurements and record the results using <, > and = signs.

I can choose and use the appropriate unit to estimate length and height (cm/m).

Key questions:

- What do these numbers have in common?
- Which number is greater/smaller? How do you know?
- What do these symbols mean?
- Can addition and subtraction be done in any or-

Why do people go on journeys?

Immersion: Local Journeys, journey to Chiltern Open Air Museum (linked to our Science topic)

Geography: This half term we will be focusing on the local area and making local journeys. We will use simple field-work and observational skills to study the geography of Pitshanger Park. We will also be exploring the key human and physical features of the wider local area. Finally we will work towards following and creating simple maps, continents and oceans.

Key questions:

- Why do you think we need maps?
- What does the term physical feature mean?
- Can you think of another place that is similar?
- Can you compare and contrast two local spaces?
- Which map is more useful and why?

P.E:

This half term pupils will be focusing on developing their balance and co-ordination skills through a range of group and paired activities. Over this half term, they will be developing their fundamental movement skills in preparation for further games, dance and gymnastic topics.

Key questions:

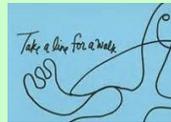
- How can we improve our floor patterns?
- What happens when we swing our elbows whilst skipping?
- How many different balances can you make?

R.E. (whole term)

This term we will continue to study journeys in religious texts. We will be exploring the Nativity story, culminating in a Christmas show.

**Why were these journeys necessary?
What can we learn from these journeys?**

Art: This half term's art topic is "Taking a line for a walk". Taking our 'Journeys' topic as inspiration, we will explore different artists and the use of different materials. By taking lines for a walk, we will aim to create different shapes and patterns. Exploring faint, strong, soft, fine, wavy, straight and sharp lines and the best ways to create these. Pupils will use a range of materials including pens, pencils, pastels and charcoals. We will also explore the techniques of blending and smudging in order to create areas of shadow and highlight. Finally, pupils will describe differences and similarities between the works of well known artists. They will also describe their own art work and its similarities and differences to such artists.



Key questions:

- What happened to the line as you moved your hand?
- How did you create a wavy/ faint/ soft line?
- Find three words to describe this piece of artwork.
- How does this piece make you feel? Why?
- Can you think of another piece of artwork that is similar?
- Can you compare and contrast your artwork with your partners?
- Which piece do you think is better and why? Do we all agree?

Music:

We explore music about journeys – Grofé 'On the Trail', 'Little Train of the Caipira' Villa-Lobos.

We explore **TEMPO** as a topic.

We compose/ improvise music to represent a journey with GRAPHIC NOTATION.

We sing songs/chants



Computing:

This half term's topic is "We are detectives". Pupils will be asked to solve a mystery by collecting clues using a computer and email system. Under the guidance of their teachers, pupils will learn to read and reply to an email, work with email attachments and in groups write and send an email. Pupils will also explore fact file records in a data base and finally be able to explain what they have learnt about email safety as a result of completing this informative topic.



Key questions:

- What is your opinion about the character in this story? Were they aware of computer safety rules?
- What if there was no email?
- What new ways of communication may be available to use in the future?

Spanish:

Give an introduction to Spain and Spanish culture. Revise phonics in Spanish.

Greetings and introductions. Learn new words to describe feelings. Numbers 0-20.

Learn months of the year and revise days of the week

Introduction to numbers.



P.S.H.E:

At the start of this half term each class will create a class charter reflecting children's rights and responsibilities within the school and classroom. They will also be introduced to the UN Charter of Children's Rights, where pupils will reflect on various rights and responsibilities. Pupils will then focus on the first P.S.H.E. topic of this year which is "It's our world". In this topic they will explore similarities and differences between themselves and their peers. Pupils will then explore what a community is and what it means to belong to



different types of communities. Finally, they will briefly explore some aspects of energy saving and how this can be achieved within our school community.

Key questions:

- What is a right/responsibility?
- What responsibilities do we have at school? What rights do we have? Why do we have these?
- Explain why this is a right?
- Do you know another situation where we might have the same responsibilities?
- Can you describe why children need these rights?
- What if we didn't have this charter of rights?
- Do all children have the same rights and responsibilities? Should they?