



Year 2 Term Autumn 2			
Subject	Prior Skills/Knowledge/language	New skills	Planning
English Setting Description Diary <u>'The Night Gardener'</u>	EYFS - Literacy <ul style="list-style-type: none"> They use phonic knowledge to decode regular words and read them aloud accurately. They write simple sentences which can be read by themselves and others. Y1 - <ul style="list-style-type: none"> Check that children can already: Identify typical features of a traditional story. Demonstrate understanding of characterisation by talking about what a character looks like, how the character behaves and suggesting reasons for the character's feelings or actions. 	Y2 - Setting Description <ul style="list-style-type: none"> Create narratives about fantasies and those of others. Use writing for different purposes Consider what they are going to write before beginning by: <ul style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or key words, Include new vocabulary encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections 	Children will: <ol style="list-style-type: none"> Identify and display the features of stories studied and work collaboratively in a group to investigate the style of the story. Discuss and agree on features of the story read. Use drama and discussion to explore ideas for a new story using a familiar character created by one of the chosen authors. Use descriptive language to make their stories interesting to the reader.

	<ul style="list-style-type: none"> • Write a complete story using a shared story plan, making use of features from reading to make it 'sound like a story'. • Present a logical sequence of events and make use of connectives to show links between events. 	<p>to their own writing by:</p> <ul style="list-style-type: none"> • 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 and consistently, including verbs in the continuous form • Proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends o of sentences punctuated correctly) • Read aloud what they have written with appropriate intonation to make the meaning clear 	<ol style="list-style-type: none"> 5. Plan their own story based on the structures of stories they have read. 6. Write, edit and present their stories.
Maths Addition and Subtraction Money	EYFS Numbers <ul style="list-style-type: none"> • Children count reliably with numbers from one to 20, place them in order and say which number is more or less than a given number. • Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. • They solve problems, including doubling, halving and sharing. 	Y2 - Addition and Subtraction <ul style="list-style-type: none"> • <i>Use place value and number facts to solve problems</i> • <i>Recognise and use the invserse relationship between addition and subtractionand use this to check calculations and solve missing number problems.</i> • <i>Add and subtract numbers using concrete objects, pictorial representations, and</i> 	Addition and Subtraction - See Aut 1 Money Children will; <ol style="list-style-type: none"> 1. Recognise all coin and note values and be able to count different amounts of money. Relate counting in 2s, 5s, and 10s to the context of mone. 2. Be able to combine different coins to make given amounts of money.

Y1 Addition and Subtraction

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
 - count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s
 - given a number, identify 1 more and 1 less
 - identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
 - read and write numbers from 1 to 20 in numerals and words
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- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
 - represent and use number bonds and related subtraction facts within 20
 - add and subtract one-digit and two-digit numbers to 20, including 0
 - solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$

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 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.*
- *Solve problems with addition and subtraction applying their increasing knowledge of mental and written methods*

Y2 Money

- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
- Find different combinations of coins that equal the same amounts of money.

3. Record amounts using the symbols £ and p with increasing accuracy and know that the decimal point is used to separate pounds and pence.

	<p>Y1 Money</p> <ul style="list-style-type: none"> Recognise and know the value of different denominations of coins and notes. 	<ul style="list-style-type: none"> Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. 	
<p>Science</p> <p>Everyday Materials</p>	<p>EYFS -</p> <ul style="list-style-type: none"> They explore characteristics of everyday objects and shapes and use mathematical language to describe them. <p>Y1- Everyday Materials</p> <ul style="list-style-type: none"> Distinguish between an object and the materials from which it is made. Identify and name a variety of everyday materials, including: wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a group of everyday materials on the basis of their simple physical properties. Perform experiments, collect results and write them down 	<p>Y2 - Everyday Materials</p> <ul style="list-style-type: none"> Science Objectives Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Think about unusual and creative uses for everyday materials. <p>Working Scientifically</p> <ul style="list-style-type: none"> Ask simple questions and recognise that they can be answered in different ways. 	<p>Y2</p> <ol style="list-style-type: none"> To be able to identify a variety of materials and sort them according to a variety of criteria To be able to identify natural and man-made materials. To identify that some materials can change shape by squashing, bending, stretching and twisting, and others can't To identify the suitability of metal and plastic for a variety of purposes To identify different products that can be made from wood and their features and purposes

	<ul style="list-style-type: none"> • Can ask questions and find the answers to questions by looking carefully at things' 	<ul style="list-style-type: none"> • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. 	<ul style="list-style-type: none"> 6. To identify different materials that are used for the same product. 7. To identify material inventions and discoveries.
<p>History</p> <p>'Intrepid Explorers'</p> <p><u>Chrisopher Columbus and Neil Armstrong</u></p>	<p>EYFS –</p> <ul style="list-style-type: none"> • Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. <p>Y1 – Great Fire of London</p> <ul style="list-style-type: none"> • To understand where and when the Great Fire of London started. • To understand the events of the Great Fire of London. • To find out why the fire spread so quickly and stayed alight for so long. • To find out about Samuel Pepys and his diary. • To recap what we have found out about the Great Fire of London. 	<p>Y2 – Explorers Columbus and Armstrong</p> <ul style="list-style-type: none"> • To find out who Chrisopher Columbus and Neil Armstrong were and when they lived. • To find out about their discoveries and how they affect our world today. • To identify similarities and differences between the explorers. • To be able to order and summarise events in Chrispoher Columbus' and Neil Armstrong's lives. 	<p>Children will;</p> <ol style="list-style-type: none"> 1. Find out when Christopher Columbus lived and what he was trying to achieve. 2. Find out about Christopher Columbus's journey and what he discovered. 3. Explore the impact of Columbus's voyages and what he brought back to Europe. 4. Find out who Neil Armstrong is and why he is remembered today. 5. Find out about Neil Armstrong's landing on the moon and the impact this had on the world.

			6. Be able to compare the lives and achievements of Columbus and Armstrong. 7. Use what they have learnt about Columbus and Armstrong to evaluate their achievements.
DT Christmas Decorations	EYFS <ul style="list-style-type: none"> They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Y1 - <ul style="list-style-type: none"> Draw on their own experience to help generate ideas. Suggest ideas and explain what they are going to do. Identify a purpose for what they intend to design and make. Model their ideas in card and paper. Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape. Make their design using appropriate techniques. Evaluate their products as they are developed, identifying strengths 	Y2 - Christmas Decorations <ul style="list-style-type: none"> Generate ideas by drawing on their own and other people's experiences. Develop their design ideas through discussion, observation, drawing and modelling. Identify a purpose for what they intend to design and make. Make simple drawings and label parts Begin to select tools and materials; use vocab' to name and describe them. Assemble, join and combine materials in order to make a product. 	Children will; <ol style="list-style-type: none"> To investigate a range of Christmas Decorations and their features. To develop and practise sewing skills. To be able to work with fabric to create a decoration. To be able to design a Christmas decoration. To be able to follow a design to make a Christmas decoration. To be able to evaluate a finished product

	and possible changes they might make.	<ul style="list-style-type: none"> • Cut, shape and join fabric to make a simple garment. Use basic sewing techniques. • Evaluate their products as they are developed, identifying strengths and possible changes they might make 	
Computing Coding, Robotics and Gaming	EYFS – Technology <ul style="list-style-type: none"> • Children recognise that a range of technology is used in places such as homes and schools. • They select and use technology for particular purposes. • Completes a simple program on a computer. • Interacts with age-appropriate computer software Y1 – Coding, Robotics & Gaming <ul style="list-style-type: none"> • Select and use appropriate tools • Create an electronic game • To use the movement commands within a sequence of instructions 	Y2 – Coding, Robotics & Gaming <ul style="list-style-type: none"> • Select and use appropriate tools • Refine and amend computer games Experiment with different aspects of a computer game • To create an electronic game using coding blocks of commands. • To create an electronic game using coding blocks of commands. 	Children will; <ol style="list-style-type: none"> 1. Explore computer games and discover how they work. 2. Fix faults with games. 3. Create a computer game independently

	<ul style="list-style-type: none"> Plan a short story and write the commands for this. Create a computer game independently 		
<p>RE</p> <p>Journey to Bethlehem</p>	<p>EYFS – Managing Feelings & Behaviour</p> <ul style="list-style-type: none"> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. <p>Y1 – Christmas Gifts & Gift Bringers</p> <ul style="list-style-type: none"> know that Christians believe that Jesus is God's gift to the world; be able to retell the nativity story; know that the Wise Men visited baby Jesus after Christmas; know that we believe that the gift of Jesus shows God's love and care for the world. have an understanding of the concept of giving; experience the excitement of giving and be able to explain how it feels; have some understanding of being able to give Jesus a gift through their actions and relationships with one another. 	<p>Y2 – Journey of Bethlehem</p> <ul style="list-style-type: none"> Know that Christmas is a celebration of the good news. Know that angels are the Good news bringers. Explore (Christians) believe that the good news is that Jesus is the saviour of the world. Understand that we (Christians) believe that the content of the Christmas story is good news. Understand that the good news impacts on the world then and now. Retell the Christmas story, including the story of Zechariah. Talk about their own feelings and experiences of good news. 	<p>Children will:</p> <ol style="list-style-type: none"> Begin with the children's own experiences of good news. Use circle time to listen to each others news. There may be some good national or world news. Watch a few short extracts from BBC Newsround. Was that good news or bad? Why? Then discuss what the difference is between news and good news. How is good news delivered? Who passes on good news? Record in your class RE scrapbook Create a news desk in the role play corner. Arrange for the children to receive good news letters from their family. They must then write a good newsletter in reply. (Cross Curriculum Link – Literacy)

			<p>12. Send e-mails and text messages, look at carefully chosen newspapers and make contributions to the school and church newsletters. If your school has a twitter account then you could send a good news tweet every day throughout December.</p> <p>13. Record in your class RE scrapbook</p> <p>14. How does God send news/messages?</p> <p>15. In the Old Testament God speaks through prophets and dreams however, in the nativity story his main mode of communication is the angels.</p> <p>16. Can the children remember the story?</p>
Music	<p>Y1</p> <p><u>Christmas Nativity Performance.</u></p> <ol style="list-style-type: none"> 1. Recognise styles of music and instruments. 2. Learn about melodies, singing and vocal health. 3. Work in a group to sing and perform on an instrument to an audience. 	<p>Y2 <u>Christmas Nativity Performance.</u></p> <ul style="list-style-type: none"> • <i>Continue to recognise styles of music and instruments.</i> • <i>Learn about melodies, singing and vocal health.</i> • <i>Work in a group to sing and perform on an instrument to an audience.</i> 	<p>Children will;</p> <ol style="list-style-type: none"> 1. To take part in the Nativity. 2. To learn Christmas songs in a group and perform in front of an audience.

PSHE

Celebrating Difference

EYFS -

- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Understand gradually how others might be feeling.
- Talk with others to solve conflicts
- Play with one or more other children, extending and elaborating play ideas.

Y1

- I can name one way that my friend is different from me
- I can give a reason why my friend is special to me

Year 2

- Accept that everyone is different
- Include others when working and playing
- Know how to help if someone is being bullied
- Try to solve problems
- Try to use kind words
- Know how to give and receive compliments

Children will;

1. Start to understand that sometimes people make assumptions about boys and girls (stereotypes) - they will understand some ways in which boys and girls are similar and feel good about this
2. Start to understand that sometimes people make assumptions about boys and girls (stereotypes) - they will understand some ways in which boys and girls are different and accept that this is OK
3. Start to understand that bullying is sometimes about difference - they can tell you how someone who is bullied feels. They will learn to be kind to children who are bullied
4. They will recognise what is right and wrong and know how to look after myself - they will know when and how to stand up for myself and others. They will know how to

			<p>get help if they are being bullied</p> <ol style="list-style-type: none">5. They will know some ways to make new friends - they will know how it feels to be a friend and have a friend6. They can tell you some ways they are different from my friends - they will understand these differences make us all special and unique
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