

<p align="center"><b>SCIENCE</b></p> <p align="center"><u>LIVING IN HABITATS</u></p> <ul style="list-style-type: none"> <li>observing closely, using simple equipment</li> <li>identifying and classifying</li> <li>using their observations and ideas to suggest answers to questions</li> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</li> </ul>	<p align="center"><b>P.E</b></p> <p align="center"><u>Gymnastics - Parts High and Parts Low</u></p> <p>Children should learn:</p> <ul style="list-style-type: none"> <li>To travel and balance confidently showing different parts of the body high or low.</li> <li>To demonstrate being close to or far away from the floor and apparatus and show contrasts in shape and speed.</li> <li>To link three movements together smoothly in a planned sequence.</li> <li>To adapt and transfer work safely from the floor to the apparatus.</li> </ul> <p align="center"><u>Games Throwing and catching - inventing games</u></p> <p>Children should learn:</p> <ul style="list-style-type: none"> <li>To throw, catch and bounce in different ways when standing still or on the move.</li> <li>To choose and apply skills to make up games.</li> <li>To develop simple strategies for extending their skills.</li> <li>To describe their game and teach it to a partner.</li> </ul>	<p align="center"><b>R.E</b></p> <p>What can we find out about synagogues?</p> <p>How and why do Jews celebrate Hanukkah?</p>	<p align="center"><b>ART AND DESIGN:</b></p> <p align="center"><u>Drawing</u></p> <ul style="list-style-type: none"> <li>Making marks in response to vocabulary and music.</li> <li>Using marks to show texture.</li> <li>Drawing from different angles.</li> </ul> <p align="center"><u>Cross – Curricular Art</u></p> <ul style="list-style-type: none"> <li>Great Fire of London – Fire Pictures, Silhouettes</li> <li>Tudor House Drawings</li> </ul>	<p align="center"><b>HISTORY/GEOGRAPHY</b></p> <p align="center"><b>The Great Fire of London</b></p> <ul style="list-style-type: none"> <li>Where is London?</li> <li>Why is it an important city?</li> <li>What was London like in 1666?</li> <li>What caused the fire? Why did it spread so fast/far?</li> <li>How was it stopped?</li> <li>Who is Samuel Pepys?</li> <li>What changes did GFL bring about?</li> </ul>	
<p align="center"><b>ENGLISH:</b></p> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>Learn how to use punctuation correctly, including capital letters, full stops, question or exclamation marks</li> <li>Learn how to use sentences with different forms: statement, question, exclamation, command.</li> </ul> <p><u>Spelling</u></p> <p>Weekly spellings to learn are linked to our Read Write Inc Spelling scheme, the following spelling patterns will be taught.</p> <ul style="list-style-type: none"> <li>'or' sound before l an ll, the soft 'c' sound, adding the suffix y and ly. the 'n' sound spelt 'gn' and 'kn', the 'igh' sound using 'y'</li> </ul> <p><u>Writing</u></p> <p>We will be learning to write stories in familiar settings and explanation texts.</p> <ul style="list-style-type: none"> <li>Planning what they want to write</li> <li>Writing one sentence at a time with correct punctuation</li> <li>Reading their work back and correcting it</li> <li>Read aloud what they have written</li> <li>Write sentences in different forms – statement, question, exclamation, command</li> <li>Use the correct tense in their writing</li> </ul> <p><u>Reading</u></p> <p>The children MUST read every night at home, the children will read their home reader with an adult each week and will also take part in daily guided reading sessions.</p> <ul style="list-style-type: none"> <li>To continue to use and apply phonics knowledge to decode words</li> <li>Read most words quickly and accurately</li> <li>Read books aloud and re-read to build up confidence and fluency</li> <li>Discussing the sequence of events and expressing their views on stories</li> <li>Making predictions and inferences on what is being said and done</li> </ul> <p><u>Handwriting</u></p> <p>The children will take part in weekly handwriting sessions, following the Penpals Scheme.</p> <ul style="list-style-type: none"> <li>Form lower case letters the correct size</li> <li>Start using diagonal and horizontal joins</li> <li>Write capital letters and digits correctly</li> </ul>		<p align="center"><b>YEAR 2</b></p> <p align="center"><b>Autumn 1<sup>st</sup></b></p> <p align="center"><b>Half</b></p> <p align="center"><b>Great Fire of London</b></p>	<p align="center"><b>MATHEMATICS:</b></p> <p align="center"><u>Number</u></p> <ul style="list-style-type: none"> <li>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> <li>recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>identify, represent and estimate numbers using different representations, including the number line</li> <li>compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>read and write numbers to at least 100 in numerals and in words, use place value and number facts to solve problems.</li> </ul> <p align="center"><u>Length/Mass/Weight</u></p> <ul style="list-style-type: none"> <li>choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</li> <li>compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</li> </ul> <p align="center"><u>Addition/Subtraction</u></p> <ul style="list-style-type: none"> <li>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.</li> <li>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> <li>a two-digit number and ones</li> <li>a two-digit number and tens</li> <li>two two-digit numbers</li> <li>adding three one-digit numbers</li> </ul> </li> <li>show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul> <p align="center"><u>Shape</u></p> <ul style="list-style-type: none"> <li>identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</li> <li>compare and sort common 2-D and 3-D shapes and everyday objects.</li> </ul>		
<p align="center"><b>COMPUTING</b></p> <p align="center"><u>E-Safety</u></p> <p>Understand what personal information is.</p> <p>To be able to understand the importance of asking for help from an adult when on the internet</p> <p>What do we mean by personal information?</p> <p>Why is personal information special?</p> <p>Who is a trusted adult?</p> <p>Who would you speak to if you needed help on the computer?</p> <p align="center"><u>Explore</u></p> <p>I know that computers need precise instructions.</p> <p>I know that computers have no intelligence and that computers can do nothing unless a program is run.</p> <p>I know that an algorithm is a set of instructions.</p> <p>I can use symbols to show an algorithm.</p> <p>I can explain the steps in a simple algorithm.</p>	<p align="center"><b>DESIGN AND TECHNOLOGY:</b></p> <p align="center"><b>PUPPETS</b></p> <p align="center"><b>DESIGN</b></p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p align="center"><b>MAKE</b></p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p align="center"><b>EVALUATE</b></p> <p>explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p>	<p align="center"><b>FRENCH:</b></p> <p align="center"><b>How old are you?</b></p> <p>Children will learn vocabulary related to their age. They will be able to ask other people their age and complete simple role-play conversations using previous learning.</p>	<p align="center"><b>MUSIC</b></p> <p align="center">Ongoing: Action Songs <b>The long and the short of it</b></p> <p>This unit will develop the children's ability to identify long and short sounds and to create interesting sequences of sound.</p>		

## General Notices and Information

### Reading Books and Purple Diaries

Reading Books will be changed on a Monday, Wednesday and Friday.

### Library Books

Children will be choosing a library book on a Monday. It is important that it is returned each week.

### Homework

Homework folders will be sent home on a Friday and need to be returned with completed homework on a Monday.

### Spelling

The children will have a list of spellings to practise each night in their spelling book and they have to write three sentences using words of their choice from the list. Please write in pencil not felt pens or gel pens in the book.

### PE

Monday and Thursday- Children must have earrings covered or removed at home on these days.

### Water bottles

Should be in school daily.

### Sun cream and Sunhats

Please provide your child with a cap or hat on sunny days. If your child needs to reapply their own sun cream they can also bring a named bottle of sunscreen into school.

## SPECIAL DIARY DATES

### CLASS VISIT TO THE LIBRARY

Monday 21<sup>st</sup> September (morning)

### CLASS VISIT TO THE PARK

Wednesday 21<sup>st</sup> October (afternoon)

Please remember if you have any worries concerns or want to share good news from home the door is always open to arrange to meet with me.

We look forward to a happy, successful year of learning in Year 2.

