

<p align="center"><b>SCIENCE</b></p> <p><u>Growth and survival</u></p> <ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>performing simple tests</li> <li>identifying and classifying</li> <li>using their observations and ideas to suggest answers to questions</li> <li>gathering and recording data to help in answering questions</li> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>	<p align="center"><b>P.E</b></p> <p><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><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"><b>Painting</b></p> <p>*Investigating line, colour, shapes and space in paintings. *Creating painting surfaces in the style of Anthony Frost.</p> <p align="center"><u>Cross – Curricular Art</u></p> <ul style="list-style-type: none"> <li>Designing a monument to commemorate Great Fire of London</li> <li>Calendars and Christmas Cards</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>'adding the suffix 'ing', j sound, the o sound after w, q, a, adding the suffix 'ed', adding the suffix 'ed' swap for i, adding the suffix 'ed' dropping the 'e'.</li> </ul> <p><u>Writing</u></p> <p>We will be learning to write poetry, non chronological reports and narrative.</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> <li>Read and perform poetry out loud.</li> <li>Compare fiction and non-fiction texts.</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 2<sup>nd</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><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for the 2,5 and 10 times table, including recognising odd and even numbers.</li> <li>Calculate mathematical statements for multiplication and division and record them using the x and ÷ signs.</li> </ul> <p><u>Fractions and capacity</u></p> <p>Recognise, find, name and write fractions and of a length, shape, set of objects or quantity 1/3, ¼, 2/4 and ¾.</p> <p><u>Money</u></p> <ul style="list-style-type: none"> <li>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> </ul> <p><u>Time</u></p> <ul style="list-style-type: none"> <li>Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</li> </ul> <p><u>Statistics</u></p> <ul style="list-style-type: none"> <li>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</li> <li>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</li> </ul> <p><u>Mental Calculation</u></p> <ul style="list-style-type: none"> <li>Solve problems with addition and subtraction: <ul style="list-style-type: none"> <li>using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>applying their increasing knowledge of mental and written methods</li> <li>recall and use addition and subtraction facts to 20 fluently.</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> </ul> </li> <li>Recognise and use the inverse relationship between addition and subtraction, check calculations and solve missing number problems.</li> </ul>	
<p align="center"><b>COMPUTING</b></p> <p><u>E-Safety</u></p> <p>Children know they can use the Internet to communicate with family and friends. What is a social network? What is an email? What is the difference between private and public for our online profiles?</p> <p><u>Control</u></p> <p>I know what an algorithm is and I can express simple algorithms using symbols. I know that computers need precise instructions. I can use logical reasoning to predict the behaviour of programs I know how programs specify the function of a general purpose computer.</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>Location, Location, Location.</b></p> <p>Children will learn towns within France and name the countries surrounding France. They will be able to explain where they live and what language they speak.</p>	<p align="center"><b>Feel the Pulse</b></p> <p>This unit develops the children's ability to recognise the difference between pulse and rhythm and to perform with a sense of pulse.</p> <p align="center"><b>Christmassongs/performances</b></p>

