

Context for Learning Topic Web

Include: Launch activity / Lead subject – main learning points / Subsidiary (linked) subjects – main learning points / Links to English and (if applicable) Maths

Creative Development (DT & Art)

Collage

- Use a range of materials creatively to design and make products. Create and use a wide range of patterns and colours. Identify man-made and natural patterns. Choose for effect and purpose.
- To work with others on a large-scale collaborative project.
- To cut, tear and arrange primary and their complementary coloured papers.
- To collect, select and record in developing understanding and use of complementary colours.
- To develop cutting and sticking skills.
- Has experience of adhesives and decides on the most effective for a given task i.e. pritt stick, PVA, sellotape etc

Music

Hey You/ Harvest

- Tuned and untuned percussion playing with Key You
- Learn and perform Harvest songs

Year 2 Autumn 1 -

Fire, Fire!

(The Great Fire of London)



Computing

We are astronauts – Programming on screen

- Have a clear understanding of algorithms as sequences of instructions
- Convert simple algorithms to programs
- Predict what a simple program will do
- Spot and fix (debug) errors in their programs

Knowledge and Understanding (Science, Geography)

Animals including Humans

- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Literacy

Author study: JULIA DONALDSON

Snail and the Whale – Description

Room on the Broom - Instructions

Reading

- Develops positive attitudes to reading and pleasure in reading.
- Develop and increase motivation to read.
- Builds on strategies learned in Y1 to blend sounds in words that contain graphemes taught so far.
- Recognise alternative sounds for graphemes.
- Read accurately words of two or more syllables developing fluency.
- Read most familiar words at an instructional level - 95% quickly and accurately without the need to overtly sound out/blend.
- Understand books they can already read and those that they listen to by checking the text makes sense and correcting inaccurate reading.
- Make predictions based on what has been read so far.
- Begin to answer questions about what they have read. Use Bloom's Taxonomy to develop recall and understanding skills. Take turns in discussions.
- Retell a range of stories, fairy stories and traditional tales.
- Focus on strategies for reading.

SPaG

- Using full stops and capital letters to demarcate sentences. E.g.: We sailed to the land where the wild things are.
- Use capital letters for proper names. (My name is Rosie and I have a dog called Woof)
- Use 'and' to join sentences.
- Using a question mark at the end of a sentence to indicate a question.
- Using an exclamation mark at the end of a sentence to indicate an exclamation
- Use co-ordination (or, and, but.)
- Identify nouns, verbs, adjectives and adverbs.
- Spelling – See English Appendix 1

Writing

- Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Use the cursive style of handwriting.
- Develop positive attitudes and stamina to writing.
- Consider what is going to be written making simple plans, sentence by sentence.
- Use capital letters, full;-stops, question marks and exclamation marks to demarcate sentences.
- Proof read writing for errors in punctuation.
- With support, use the correct choice and consistent use of present tense and past tense throughout a written piece.
- With support, explain how different types of writing, including narratives are structured and apply this to their own writing.
- Begin to make phonetically plausible attempts to spell words, even if sometimes incorrect.
- Begin to use vocabulary, grammar and punctuation concepts set out in Appendix 2 of the National Curriculum.

History

Learn about events beyond living memory that are significant nationally or globally – The Great Fire of London

- Develop an awareness of the past, using common words and phrases relating to the passing of time
- Know where people and events they study fit within a chronological framework.
- Identify similarities and differences between ways of life in different periods.
- Use a wide vocabulary of everyday historical terms.
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- Understand ways in which we find out about the past.

Physical Education

- Gymnastics
- Multi-skills: Throwing and catching

PSHE

Anti-bullying

- What is a bully?
- Do I know how to include everyone?
- What ways can we help people?
- What should we do if we see bullying?

R.E

- Christianity: What did Jesus teach?
Is it possible to be kind to everyone all of the time?

Mathematics

Number and place value

- count in steps of 2 and 5 from 0, and tens from any number, forward or backward *e.g. 93, 83, 73, 63, ...*
- recognise the place value of each digit in a two-digit number (tens, ones)
- identify, represent and estimate numbers using different representations, including the number line
- read and begin to write numbers to at least 100 in numerals and in words *e.g. forty*
- compare and order numbers from 0 up to 100
- use place value and number facts to solve problems
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Addition and subtraction

- add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens *e.g. $87 - 30 = 57$*
- 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
- begin to recall and use addition and subtraction facts to 20, *e.g. $19 - 7 = 12$* and derive and use related facts up to 100 *e.g. $30 = 90 - 60$*
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot

Multiplication and division

- begin to recall and use multiplication and division facts for the 2, and 10 multiplication tables, including recognising odd and even numbers *e.g. $22 \div 2 = 11$*
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- *recognise and use the inverse relationship between multiplication and division in calculations*
- *relate multiplication and division to grouping and sharing discrete (e.g. counters and continuous quantities e.g. water*
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts *e.g. share 18 counters between 3 children*