

## 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)

#### Painting

- Refine skills in painting and develop and share ideas. They choose to use own experiences or imagination. Focus on using colour and space for effect.
- To respond to the work of artists such as Kandinsky through the use of lines, shapes and colours.
- To respond to music through line, shape and colour.
- To investigate and use visual elements of line, space and colour in a painting.
- To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

#### D/T

#### Textiles/Materials

- Design and make a puppet
- Textiles – Learn how to weave using scraps of material

### Music

#### Christmas nativity rehearsals

- Performance based

## Year 2 Autumn 2 – Explorers



### Knowledge and Understanding (Science, Geography)

#### Uses of Everyday Materials

- 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

#### Geography topic link

- Name and locate the world's seven continents and five oceans. (Use world maps, atlases and globes to identify)

### Literacy

Author study: JULIA DONALDSON

Stickman – Narrative

'Tuesday' by David Wiesner – Recount

Christmas poetry

#### 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 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods - Christopher Columbus and Neil Armstrong

- 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: Dribbling, kicking and hitting

### PSHE

#### Keeping safe around substances

- What can enter my body? (Non-voluntary e.g. air/dust)
- What can I choose to allow to enter my body? (Medicine/food)
- What substances can be dangerous to my body?
- How can I stay safe? (Safety rules)

### R.E

- Christianity: Christmas; Jesus as a gift from God  
Why did God give Jesus to the world?

## Computing

We are games testers – Exploring how computer games work

- Describe carefully what happens in computer games
- Use logical reasoning to make predictions of what a program will do
- Test these predictions
- Think critically about computer games and their use
- Be aware of how to use games safely and in balance with other activities

## Mathematics

### Fractions

- recognise, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a shape

### Measurement

- choose and use appropriate standard units to estimate and measure **length/height** in any direction (m/cm) to the nearest appropriate unit, using rulers
- compare and order lengths and record the results using  $>$ ,  $<$  and  $=$
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins to equal the same amounts of money
- *e.g. find different ways to make 25p*
- solve simple problems in a practical context involving addition and subtraction of money of the same unit including giving change e.g. *I buy a toy for £14; how much change do I get from £20?*
- compare and sequence intervals of time
- tell and write the time quarter past/to the hour and draw the hands on a clock face to show these times *e.g. draw the hands on a clock face to show  $\frac{1}{4}$  to 6, making sure the hour hand is located correctly*

### Properties of shape

- identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line
- *draw lines and shapes using a straight edge*
- identify and describe the properties of 3-D shapes, including the number of vertices and faces
- compare and sort common 2-D and 3-D shapes and everyday objects
- *e.g. sort 3-D shapes in different ways such as whether they have triangular faces, all straight edges...*
- *recognise and name, polygons e.g. pentagon, hexagon, octagon and cones*

### Position and direction

- order and arrange combinations of mathematical objects in patterns, including those in different orientations e.g. a turning shape, draw the next shape in the pattern

### Use and interpret data

- interpret and begin to construct simple pictograms, tally charts, block diagrams and simple tables
- answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- answer questions about totalling and comparing categorical data.