

Newchurch Community Primary School - Share in our learning Year 2 Autumn A

English: Throughout this half term our focus will looking at a range of different stimulus with different outcomes at the end of each unit.

Zebra Question by Shel Silverstein



Riddles and List Poem

Rascally Cake by Jeanne Willis



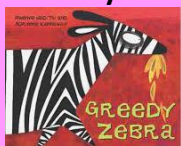
Character Descriptions and instructions

The Little Three Monkeys by Quentin Blake



Humorous fiction narrative

The Greedy Zebra by Mwenye Hadithi



Fable/Narrative

The Queen's Handbag by Steve Antony



Recout

Mathematics:

Along with our arithmetic and calculation skills we will be looking at the following areas of the curriculum:

Year Two		Autumn One
Week	Unit	Expectations
1	Place Value	- count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward - recognise the place value of each digit in a two-digit number (10s, 1s) - identify, represent and estimate numbers using different representations, including the number line
2	Addition and subtraction	- 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 - recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
3	Multiplication and Division	- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers - calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ($\times$), division ($\div$) and equals (=) signs
4	Fractions	recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
5	Measurement	- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels - compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$
6	Properties of Shape & Position and Direction	- identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line - identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
7	Statistics	- interpret and construct simple pictograms, tally charts, block diagrams and tables - ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity

Science: (Autumn A and B)

Animals, including humans



Throughout our topic, our key learning will include:

- noticing 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



Places to visit:

<https://www.liverpoolmuseums.org.uk/whatson/world-museum/exhibition/bug-house>

<https://www.liverpoolmuseums.org.uk/whatson/world-museum/event/animal-encounters>

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Useful websites:

<https://ttrockstars.com/>

Physical Education:

Core Real PE, Unit 1 - In this unit, the children will develop and apply their footwork and one leg balance through focused skill development sessions, cooperative and competitive games.

History: Has the NHS always been here to help me?



Art: Painting

Artist Link – Wassily Kandinsky or L.S. Lowry



Coordination
Footwork



Static Balance
One Leg

Real Gym - In this unit, the children will learn, develop and apply balance and travel on the floor and apparatus through focused skill development, thematic warm-ups and games.



Balance



Travel



Toy Box



Jungle Trip

- 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

Geography: Would you prefer to live in a hot or cold place?

Fieldwork: school grounds



- name and locate the world's seven continents and five oceans
- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.



- Develop and record their ideas through painting, drawing, sculpture in response to first hand observations, e.g. real objects, photographs, artefacts, and experiences.
- Talk about the similarities and differences between different artists, craft makers or designers.
- Describe what they like about their own work and the work of others using appropriate language e.g. 'I like the way a fine tip brush is used to add detail'.

Religious Education: Christianity (God)



In this unit, the children will be looking at;

- Identify how humans treat the world and why it should be treated with respect.
- The Creation story.
- Identify how some Christians care and show thanks for the world.
- Reflect on how I treat the world and what I can do to help.

Music: Hand Bells



- Singing and playing tuned instruments at the same time.
- Playing a melody from letter notation.
- Repeating a melody by ear.
- Choosing appropriate dynamics for a piece of music
- Playing as part of an ensemble.

PSHE:



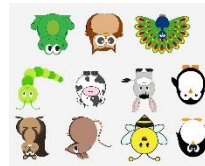
Families and Friendships

The start of any new year can be challenging and recognising how our relationships change and grow is really important. This unit aims to support children with these challenges.

Useful websites:

<https://www.bbc.co.uk/bitesize/topics/zfqqtfr>

Languages:



Los Animales

In Spanish, the children will be learning the names for a range of animals and how to say information about them. The children will use a range of games and activities to learn and recall their new vocabulary.

Computing:



Online Buddies

The aim of our computing topic is to understand how technology is used to communicate beyond school. We study the importance of online safety and how once something has been posted online, that you can lose control of what happens to it. We also look at how to communicate safely with our peers online.