Year 2 Term Autumn 1			
Subject	**Prior Skills/Knowledge/language**	**New skills**	**Planning**
English **Return Story** **Messages** **'Old Bear'**	EYFS – **Literacy** • They use phonic knowledge to decode regular words and read them aloud accurately. • They write simple sentences which can be read by themselves and others. Y1 –**Return Story** • Check that children can already:Identify typical features of a traditional story. • Demonstrate understanding of characterisation by talking about what a character looks like, how the character behaves and suggesting reasons	Y2 – **Return Story** • **Create** narratives about personal experiences and those of others (real and fictional) • **Use** writing for different purposes • **Consider** what they are going to write before beginning by: • planning or saying out loud what they are going to write about • writing down ideas and/or key words, • **Include** new vocabulary	Children will: **Return Story** 1. Identify and display the features of stories studied and work collaboratively in a group to investigate the style of the story. 2. Discuss and agree on features of the story read. 3. Use drama and discussion to explore ideas for a new story using a familiar character created by one of the chosen authors. 4. Use descriptive language to make their stories interesting the the reader.

	for the character's feelings or actions. • Write a complete story using a shared story plan, making use of features from reading to make it 'sound like a story'. • Present a logical sequence of events and make use of connectives to show links between events. Y1 – **Messages** • They can say it before they write it • They can think before they write	encapsulating what they want to say, sentence by sentence • **Make** simple additions, revisions and corrections to their own writing by: • evaluating their writing with the teacher and other pupils • **Re-reading** to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • **Proof-reading** to check for errors in spelling, grammar and punctuation (e.g. ends o of sentences punctuated correctly) • **Read aloud** what they have written with appropriate intonation to make the meaning clear	5. Plan their own story based on the structures of stories they have read. 6. Write, edit and present their stories **Messages** 1. Capture language ideas and learning to use and apply features of messages. 2. Identify and display the features of messages and include writing opportunities. 3. Children write a message, ensuring children are familiar with messages and have rehearsed orally. 4. Encourage appropriate use of consistent tense and indicate sequence clearly, for example through numbering or use of sequencing words, and

			include diagrams if appropriate. 5. Plan, draft, edit and review.
Maths **Place Value** **Addition and Subtraction**	EYFS **Numbers** • Children count reliably with numbers from one to 20, place them in order and say which number is more or less than a given number. • Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. • They solve problems, including doubling, halving and sharing. Y1 **Place Value** **Addition and Subtraction** • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	**Place Value** **Addition and Subtraction** Y2 - • *Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.* • *Read and write numbers to at least 100 in numerals and in words* • *Recognise the place value of each digit in a two-digit number (tens and ones).* • *Identify, represent and estimate numbers using different representations, including the number line.* • *Compare and order numbers from 0 up to 100; use <, > and = signs.* • *Recall and use addition and subtraction facts to 20*	**Place Value** **Addition and Subtraction** Children will; • Count forwards and backwards in multiples of 2, 3, 5 or 10 using structured apparatus and a range of images to support understanding of the concept of a step counting. • Recognise and continue patterns in step counting forwards and backwards using 100 square and structured apparatus. • Start to link step counting with multiplication facts. • Count in halves and quarters up to 10 starting from any number.

	• count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s • given a number, identify 1 more and 1 less • identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least • read and write numbers from 1 to 20 in numerals and words • read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and two-digit numbers to 20, including 0 • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9	*fluently, and derive and use related facts up to 100.* • *Use place value and number facts to solve problems* • *Recognise and use the invserse relationship between addition and subtractionand use this to check calculations and solve missing number problems.* • *Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.* • *Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.*	• Know we can represent all numbers just using ten digits 0,1,2,3,4,5,6,7,8,9 • Secure knowledge that the value of each digit, in any number up to 100, is determined by its place and understand zero as a place holder and how place value cards work. • Recognise odd and even numbers • Understand how 10 ones make 1 ten – use the place value mat to demonstrate the principle of regrouping • Read, write, (in numerals and words) make and say a range of two-digit numbers. Use a range of equipment/models/images to represent numbers and demonstrate understanding of place value.

		• *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*	• Understand numbers can be partitioned in different ways and still retain the same value • Be able to reason about place value • Use knowledge of the number system and the value of numbers to position them onto bead strings, fully demarcated and then partially demarcated number lines • Write a set of numbers in order, ascending or descending progressing to sequencing non-consecutive numbers. • Use appropriate vocabulary relating to place value e.g. value, worth, between and the language of comparison, more than less than, fewer, most, least to

			order and reason about the size of numbers. • Understand and use the < and > symbols when ordering and comparing two-digit numbers. • Develop awareness of patterns within the 100 square and use to identify missing numbers • Extend to identifying numbers beyond • 100 when appropriate • When looking at number lines and 100 squares, introduce the concept of rounding to the nearest 10 as this will help with efficiency when calculating. • Recall addition and subtraction facts to 10 and demonstrate how these facts relate to 20 using a range of representations, explore

			relationships with complements to 100. • Represent images as calculations. • Identify patterns in calculations. • Use knowledge of place value to derive related facts to 100. • Make related mathematical statements using given numbers. • Use given numbers to create inverse mathematical statements. • Solve mathematical problems using inverse operations. • Use addition and subtraction facts to 20 to solve missing number calculations. • Reason about inverse operations. • Use a range of mental strategies to add and subtract numbers mentally. • Explicitly teach and rehearse the various

			mental strategies, giving pupils the opportunity to make decisions and reason as to why they have chosen a particular strategy. • Understand concept of addition and subtraction. • Recall number facts within 10 • Partition single digits in different ways • Partition 2-digit numbers into tens andones and recombine • Round numbers to nearest 10 • Use the symbolic representations for ± • Bridge through 10 • Use the language of addition andsubtraction, e.g. sum, total, more, add, plus, subtract, minus, difference, take away, fewer. *Extending to columnar methods: Use structured apparatus to support conceptual*

			understanding alongside written procedures. • Understand the 'Commutative Law': we can add numbers in any order and still get the same answer. • Understand the 'Associative Law': it doesn't matter how we group the numbers for addition. • Apply knowledge of column value and the number system in order to answer word and reasoning problems linked to place value.
Using Everyday Materials	EYFS – • They explore characteristics of everyday objects and shapes and use mathematical language to describe them. Y1- **Everyday Materials**	Y2 - **Everyday Materials** • **Science Objectives** Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	Y2 1. To be able to identify a variety of materials and sort them according to a variety of criteria 2. To be able to identify natural and man-made materials.

	• Distinguish between and object and the materials from which it is made. • Identify and name a variety of everyday materials, including; wood, plastic, glass, metal, water and rock. • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a group of everyday materials on the basis of their simple physical properties. • Perform experiments, collect results and write them down • Can ask questions and find the answers to questions by looking carefully at things'	• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • Think about unusual and creative uses for everyday materials. **Working Scientifically** • Ask simple questions and recognise that they can be answered in different ways. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions.	3. To identify that some materials can change shape by squashing, bending, stretching and twisting, and others can't 4. To identify the suitability of metal and plastic for a variety of purposes 5. To identify different products that can be made from wood and their features and purposes 6. To identify different materials that are used for the same product. 7. To identify material inventions and discoveries.
Geography **Local Area**	**EYFS** Explore the natural world around them, making observations and drawing pictures of animals and plants. -Know some similarities and differences between the natural world around them and contrasting environments, drawing on their	- 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 - use simple compass directions (North, South, East and West) and	1. Know the difference between town and countryside Y1 or urban and rural Y2, including your own. 2. Use fieldwork to identify and record the main features of the school grounds.

	experiences and what has been read in class. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter **Y1 - Prior topics covered - Weather, Seasons and the Seaside, Continents and Oceans, and Hot and Cold Climates of the World.** –Pupils can name and locate some of the continents, countries, seas and capital cities To learn the four seasons and key features of each one. -Pupils have studied a small area in the U.K and in a non-European country and are able to identify a few similarities and differences in human/physical geography -Pupils can identify seasonal patterns -Pupils can locate hot and cold areas of the world in relation to the Equator and North or South Poles -Pupils are beginning to use basic geographical vocabulary to refer to human/physical features -Pupils are beginning to use maps, atlases and globes to identify studied regions more confidently and can use at least one accurately	locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map - 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 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop - 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	3. Use fieldwork to identify and record the main features of the local area. 4. Y1-to identify the types of houses in your local area Y 1 / 2- To take a journey through your local area to identify the types of settlements and building found Y2 - Using data collected during fieldwork, recount the journey through the local area. 5. Y1 -To find out about and begin to use a key. Y 2- Recognise some commonly used Ordnance Survey map symbols. 6. Create a map of our local area, showing the key features.

	-Pupils can use simple compass directions with increasing accuracy -Pupils are recognising landmarks with increased accuracy -Pupils are beginning to devise a simple map		
Art **'Earth Art'**	**EYFS** • They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. **Y1 – Painting and Collage** • Record from first-hand observation, experience and imagination, and explore ideas. • Answer questions about starting points. • Use ideas suggested by the teacher. • Have an understanding of materials and processes used in making art, craft and design. • Know the primary colours and secondary colours and know how to make them. • Investigate the possibilities of a range of materials and processes. Represent observations, ideas and feeling, and design and make images and artefacts.	**Y2 – *Earth Art*** ***Painting and Collage*** • *Record from first-hand observation, experience and imagination, and explore ideas.* • *Ask and answer questions about starting points and develop ideas.* • *Have an understanding of materials and processes used in making art, craft and design.* • *Understand differences and similarities in the work of artists, craftspeople and designers in different times and cultures.* • *Develop artistic skills in a range of media (drawing, painting, 3D, textiles, etc…)* • *Make secondary colours and create tints and tones.* • *Investigate the possibilities of a range of materials and processes.*	Children will; 1. Look at a range of art which uses natural materials. 2. Comment on different forms of art. 3. Develop collage and colour mixing tecniques. 4. Design and create their own mandalas using the collage and colour mixing techniques that they have learnt.

		• *Experiment with tools and techniques and apply these to materials and processes, including drawing.* • *Represent observations, ideas and feelings, and design and make artefacts and sculptures.* • *Use visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space.* • *Review what they and others have done and say what they think and feel about it.* • *Identify what they might change in their current work or develop in their future work.*	
Computing **Coding, Robotics and gaming**	**EYFS – Technology** • Children recognise that a range of technology is used in places such as homes and schools. • They select and use technology for particular purposes. • Completes a simple program on a computer. • Interacts with age-appropriate computer software **Y1 – Coding**	**Y2 – Coding, Robotics and gaming** • To understand what an algorithm is • To create a computer program using an algorithm • To create a program using a given design • To understand that collision detection event • To understand that algorithmns follow a sequence.	Children will; 1. Explain that an algorithm is a set of instructions. 2. Can plan an algorithm. 3. Create a program that uses a timer- after command. 4. Children can create a computer program that includes different object types.

	• To understand what instructions are • To predict what will happen when instructions are followed. • To understand the computer programs work by following instructions called code.	• To design an algorithm that follows a timed sequence. • To understand that different objects have different properties. • To understand what different events do in code • To create a program using a given design • To understand the function of buttons in a program. • To know what debugging means . • To understand the need to test and debug a program repeatedly. • To debug simple programs.	5. Children can create a computer program that includes a button object. 6. Children can explain what a de-bug is. .
RE **My World, Jesus' World**	**EYFS – Managing Feelings & Behaviour** • Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. **Y1 - Jesus was special** • That the stories of Jesus miracles are found in the Gospels in the New Testament. • We (Christians) believe that the miracles reveal Jesus as the Son of God.	**My World, Jesus' World** • *Jesus lived a long time ago in a world very different to ours.* • *We (Christians) believe that Jesus is the son of God.* • *We (Christians) believe that Jesus understands what it is like to live an everyday life as a human* • *Talk about the differences between my world and Jesus' world.*	Children will be able to answer: 1. Where did Jesus grow up? 2. What style of clothes did Jesus wear? 3. What toys did he have? 4. Did Jesus have a mobile phone? 5. Did Jesus eat chips? 6. If you could travel back in time to Jesus' world, what would you like to see? 7. Did Jesus go to school? 8. Did Jesus go to the cinema?

	• Retell the stories about Jesus covered in this unit. • Talk about my own experiences and feelings. • respond sensitively to questions about my own and others experiences and feelings.	• *Use a bible story to show the differences and similarities between* • *My world and Jesus world.* • *Ask good questions and talk about my experiences*	
Music **'Hands, Feet & Heart'**	**EYFS –** • Children sing songs, make music and dance, ans experiment with ways of changing them. **Y1 – Your Imagination** 1. Your Imagination by Joanna Mangona and Pete Readman. 2. Supercalifragilisticexpialidocious from Mary Poppins 3. Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack. 4. Daydream Believer by The Monkees 5. Rainbow Connection from The Muppet Movie. 6. A Whole New World from Aladdin	**Hands, Feet and Heart** 1. Hands, Feet & Heart 2. Learn lyrics 3. Explore tempo and pitch 4. Exploring instruments to support song. 5. Performance	**Activities** 1. Warm-up Game & Flexible Games 2. Sing the chosen Song. 3. Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: 4. Play instrumental parts . Improvise option (optional extension activities for improvisation) 5. Play your composition(s) within the song Choose and play any of the options below, then decide which one to practise for the end-of-unit performance

PSHE – Being Me in My World	**I can explain why my class is a happy and safe place to learn.**	1. Help others to feel welcome 2. Try to make our school community a better place 3. Think about everyone's right to learn 4. Care about other people's feelings 5. Work well with others 6. Choose to follow the Learning Charter	• I can identify some of my hopes and fears for this year • I know how to use my Jigsaw Journal • I understand the rights and responsibilities for being a member of my class and school • I understand the rights and responsibilities for being a member of my class • I can listen to other people and contribute my own ideas about rewards and consequences • I understand how following the Learning Charter will help me and others learn • I can recognise the choices I make and understand the consequences