


<p><u>History</u></p> <ul style="list-style-type: none"> <li>Identify changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> </ul>	<p style="text-align: center;"><b>Year 2</b> <b>Autumn Term 1</b> Topic: Oh I Do Like To Be Beside the Seaside</p>  <p><u>PE</u></p> <p><b>Invasion Games</b></p> <ul style="list-style-type: none"> <li>Participate in team games, developing simple tactics for attacking and defending.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Perform dances using simple movement patterns.</li> </ul>	<p><u>Computing</u> <b>Unit 2.1 – Coding</b></p> <ul style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>Create and debug simple programs.</li> <li>Use logical reasoning to predict the behaviour of simple programs.</li> </ul>
<p><u>Geography</u></p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>-Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;</li> <li>-Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> </li> <li>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.</li> </ul>		<p><u>RE</u> <b>Chosen People</b></p> <ul style="list-style-type: none"> <li>Know that we are chosen by God.</li> <li>Think of ways we can thank God by helping others.</li> <li>Know that God chose Abraham.</li> <li>Think about how Abraham trusted God to guide him.</li> <li>Know that God chose Moses to help His people.</li> <li>Reflect on how He looked after him.</li> <li>Understand why Daniel had to be brave and trust in God.</li> <li>Think of how important it is for us to trust in God.</li> </ul>
<p><u>Art &amp; Design</u></p> <ul style="list-style-type: none"> <li>Use a range of materials creatively to design and make products.</li> <li>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul>		<p><u>Science</u> <b>Uses of Everyday Materials</b></p> <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>
<p><u>Design &amp; Technology</u></p> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</li> <li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> <li>Evaluate their ideas and products against design criteria.</li> <li>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>		
<p><u>Music</u></p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments musically.</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>		

## Maths

### **Number and Place Value**

- Numbers to 20.
- Count objects to 100 by making 10s.
- Recognise tens and ones.
- Use a place value chart.
- Partition numbers to 100.
- Write numbers to 100 in words.
- Flexibly partition numbers to 100.
- Write numbers to 100 in expanded form.
- 10s on the number line to 100.
- 10s and 1s on the number line to 100.
- Estimate numbers on a number line.
- Compare objects.
- Compare numbers.
- Order objects and numbers.
- Count in 2s, 5s and 10s.
- Count in 3s.

### **Addition and Subtraction**

- Bonds to 10.
- Fact families- addition and subtraction bonds within 20.
- Related facts.
- Bonds to 100 (tens).
- Add and subtract 1s.
- Add by making 10.
- Add three 1-digit numbers.
- Add to the next 10.
- Add across a 10.
- Subtract across a 10.

(The rest of the Addition and Subtraction block will be completed in Autumn 2)

## English

### **Fiction**

Narrative- Familiar Setting:

Text- *Peace at Last*

- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- Correct choice and consistent use of past tense throughout writing.
- Expanded noun phrases for description and specification.
- Terminology to be introduced: noun, noun phrase, expanded noun phrase, verb, adjective, tense (past).

### **Non-Fiction**

Instructions

Text- *George's Marvellous Medicine*

- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- Correct choice and consistent use of present tense throughout writing.
- Formation of nouns using suffixes such as –ness, –er and by compounding.
- Formation of adjectives using suffixes such as –ful, –less.
- Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs.
- Subordination (using when, if, that, because) and co-ordination (using or, and, but).
- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.
- Terminology to be introduced: recap previous terminology, plus: tense (present), statement, question, exclamation, command, compound, suffix, adverb.

## PSHE

### **Friendship**

- Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Learn about some similarities and differences between people from different countries and the importance of cross-cultural friendships
- I can recognise that there are people who care for and look after me
- I can identify different relationships that I have and why these are important
- I can develop positive relationships through work and play
- I can recognise how attitude and behaviour, including bullying, may affect others

- I can listen to and show consideration for other people's views
- I can listen to, reflect on and respect other people's views and feelings
- Learn about the importance of sharing as part of friendship and kindness
- I can recognise that there are people who care for and look after me
- I can develop positive relationships through work and play
- I can listen to and show consideration for other people's views
- I can work and play independently and in groups, showing sensitivity to others
- I can recognise the difference between right and wrong and what is fair and unfair

#### **Fairness**

- Recognise what is fair and unfair
- Learn to take part in discussions with the whole class
- I can recognise right and wrong, what is fair and unfair and explain why

#### **Our School**

- Understand our role in the class community
- How to contribute to the life of the classroom
- I can listen to and show consideration for other people's views
- I can listen to, reflect on and respect other people's views and feelings
- I can work independently and in groups, taking on different roles and collaborating towards common goals
- I can recognise the difference between good and bad choices
- I can express views and take part in decision-making activities to improve my immediate environment or communities

#### **Communities**

- Understand that they belong to various groups and communities
- I can consider ways of looking after the school or community and how to care for the local environment
- I can identify the importance of rules and be able to say why rules applying to me are necessary
- Develop a sense of belonging in the wider community

#### **Keeping Safe**

- Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- I can recognise risk in everyday activities
- I can take responsibility for my own safety and the safety of others and be able to seek help in an emergency
- I can reflect on the similarities and differences between people