

Transport- History of Flight

English

This half term child will be looking at:

Fiction: Adventure story: Emma Jane's Aeroplane by Katie Haworth

Non-fiction: A letter to Amelia Earhart

Poems: Blackout poetry

For more details, see attached English Medium Term Plan.

Objectives

Write sentences that are sequenced to form a short narrative (real or fictional)

Demarcate some sentences with capital letters and full stops

Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others

Spell some common exception words

Form lower-case letters in the correct direction, starting and finishing in the right place

Form lower-case letters of the correct size relative to one another in some of their writing

Use spacing between words

Spellings

Essential Letters and Sounds Spellings

The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words

The sounds /r/ spelt 'wr' at the beginning of words

The sound /s/ spelt 'c' before e, i and y

The sound /j/ spelt with '-dge' and
'-ge' at the end of words

Maths-

This term, children will be counting up to 100 using concrete objects, find out the place value in of each digit in a 2-digit number and explore number bonds and patterns. Children will also add and subtract 2-digit numbers using different methods.

Objectives:

Count in steps of 2, 3, 5 and 10 from 0, and in tens from any number, forwards and backwards. Read and write numbers to at least 100 in numerals and in words

Recognise the place value of each digit in a 2-digit number (tens, ones)

Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs. Use place value and number facts to solve problems.

Count in steps of 2, 3 and 5 from 0, and in tens from any number, forwards and backwards. Identify, represent and estimate numbers using different representations, including the number line.

Add numbers using concrete objects, pictorial representations and mentally, including a 2-digit number and ones

Solve problems with addition using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
Solve problems with addition applying increasing knowledge of mental and written methods.

RE-Christianity (Gospel) What did Jesus teach?

Objectives:

I can tell you when I have been kind to others even when it was difficult.

I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.

I can say if I think Christians should be kind and give a reason.

History: Transport- The history of Flight

Big start: Prediction activities- watching a video of a Wright brothers' aeroplane flying over our school.

We will be looking at changes within our living memory and comparing our lives with people from the past. This term, children will find out what the history of the flight is. By learning about Wright brothers and Amelia Earhart, children will discover how our world has changed when Aviation developed. This will allow children to understand what makes a person significant, explore and compare the lives and work of these individuals and consider how these individuals have influenced our society today.

Big finish: Recording a transport presentation (history, art and literacy resources included) and showing it to other classes.

National Curriculum:

Pupils should be taught to look at changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

They should look at the lives of significant individuals in the past who have contributed to national and international achievements.

Skills:

Sequence artefacts closer together in time - check with reference book

Describe memories of key events in lives.

Recognise why people did things, why events happened and what happened as a result

Identify differences between ways of life at different times

Compare pictures or photographs of people or events in the past

Discuss reliability of photos/ accounts/stories

Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.

Communicate their knowledge through: discussion, drawing, pictures, drama, role play and writing.

Science – Animals including humans Plants

This term, children will be identifying basic needs for survival of animals and humans, importance of healthy diet and exercise. They will also find out about the relationship between adult animal and their offspring.

Pupils will also learn about plants. Pupils will be learning about bulbs and seeds.

National Curriculum:

Pupils should be taught to:

To notice that animals, including humans, have offspring which grow into adults

To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

To observe and describe how seeds and bulbs grow into mature plants

To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Skills:

Understand that animals, including humans, have offspring which grow into adults

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

Observe and describe how seeds and bulbs grow into mature plants.

Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

PSHCE

This term, year 2 pupils will learn about Co-op Values. The value of this term is Self-help. Children will learn about Rochdale pioneers and how we can help our community.

Objectives:

To know what helping yourself and others mean and how did Rochdale pioneers help themselves and others.

To understand the impact when demonstrating independence and how it helps individuality

To visit a local library and encourage others to do so through persuasive features.

Children will also take part in a story project in which they will study the book The Girl Who Never Made Mistakes

Objectives:

To explain why mistakes help my learning.

To tell you how I have learnt from my mistakes.

To tell you how respecting myself and being kind to myself can help me to be happy.

To tell you what the word perseverance means.

To tell you what helps me to persevere.

Computing-Computer Science

In Autumn 1, pupils in year 2 will learn about algorithms. They will create their own algorithms, they will predict the outcomes of these and they will test them.

National Curriculum:

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

Skills:

Children will create a sequence of movements then break the sequence of actions down into parts.

Children will explore algorithms that contain several events and discuss decomposing these into sub sections.

Children will create more complex programs using more tools and will decompose more tasks into smaller parts to help them achieve their goals.

Children will predict what a sequence of commands will do.

Children will match up algorithms to code then create code to ask other groups to predict.

Children will run each block of code to check their predictions.

PE

Children will be practising their skills in football. Children will also be part of physical active lessons with their teachers.

National Curriculum:

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

Participate in team games, developing simple tactics for attacking and defending

Recognise something needs to stay within a defended area

Can send a ball using feet

Can send a ball varying distances using feet

Can receive a ball with feet

Link combinations of skills, e.g. dribbling and passing in isolation and combination

Can play in a variety of position in both defence and attack

Skills:

To begin to look for space to pass into or run to receive

To recognise something needs to stay within defending area

To be able to send a ball with feet

To be able to receive ball with feet

To link combinations of skills eg. dribbling and passing in isolation and combination

To be able to play in a variety of positions in both attack and defense

To show awareness of teammate and opponents in games

Places to visit

Autumn walk-signs of
Autumn

Flying kites on the hill
Yorkshire Air Museum
Alhambra Pantomime

Spanish

In Autumn, year 2 pupils will start learning Spanish in class beginning with the 'On the farm' theme.

Oracy

This term, in year 2 pupils will develop their speaking and listening skills through Oracy. Children will learn what Oracy is and they will practise certain skills like listening, taking turns and building on. Children will apply these skills in group and class discussions.

National Curriculum:

To listen and respond appropriately to adults and their peers

To ask relevant questions to extend their understanding and knowledge

Objectives:

To know the key points they need to focus on in order to answer a question e.g. 'Five buses have nine passengers each but the two trains are empty. How many passengers altogether?'

To understand complex 2 – 3 part instructions e.g. 'Choose a character from the story we have just read, then talk to your partner about how they feel at the end of the story and be ready to share your ideas.'

To ask a range of different types of questions to find out specific information including 'how' and 'why' e.g. 'How do we know the burglars can't get in?'

To recognise when a message is not clear and be able to provide some information about why e.g. 'Can you say that again; you used too many words' or 'It was too fast.'

Art

Children will learn sketching techniques so then they could use them to draw a pre-modern flying machine. They will also discover the genius of Leonardo Da Vinci and study his work. Children will have a chance to use this inspirational work to design and make their own aeroplanes using recycled materials. Pupils will be introduced to sketchbooks. Later this term pupils will apply their skills in creating patterns (feathers), painting air balloons and creating Christmas cards.

National curriculum:

To use a range of materials creatively to design and make products

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

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.

Skills:

Record and explore ideas from first hand observation, experience and imagination.

Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.

Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.

Understand the basic use of a sketchbook and work out ideas for drawings.

Draw for a sustained period of time from the figure and real objects, including single and grouped objects.

Experiment with the visual elements; line, shape, pattern and colour.

Annotate work in sketchbook.

Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.

Investigate different kinds of art, craft and design.

Mix a range of secondary colours, shades and tones.

Experiment with the visual elements; line, shape, pattern and colour.

Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings.

Design patterns of increasing complexity and repetition.

Print using a variety of materials, objects and techniques.

Build a textured relief tile.