



Year Group: 2

Term: Autumn 2021

Essential Question

**Are we Skating on Thin
Ice?**

Authentic Outcome

Planting 3 Trees

Driving Text

The Lonely Polar Bear

The Magic School Bus

What is climate change?

Mini Outcomes

Write about their visit to the Safari Park

Information Booklet about Global Warming

Design Global Warming/Conservation Posters

Experts, Trips, Experiences & Making Community Links

Knowsley Safari Park

Safari Animal Keepers

Virtual Visit from The Wildlife Foundation

Key Vocabulary

Conservation

Global Warming

Polar Region

Environment

Preserve

Community

Change

Care

Love

Protest

Technology

Zoom call Wildlife Foundation

Wow Room-Animals/Polar regions

IPads-assisted research

Children take Photos of Garden

Green screen-weather forecast

Immersive Environment

Polar region

Outcomes for this Term/National Curriculum Links and Coverage

| Maths | REAL Project | | RE & Other Subjects <i>(taught discretely)</i> |
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| | English | Foundation Subjects | |
| <p>Number and Place Value</p> <p>Counting forwards and backwards within 20</p> <p>Tens and ones within 20</p> <p>Counting forwards and backwards within 50</p> <p>Tens and ones within 50</p> <p>Compare numbers within 50</p> <p>Count objects to 100 and read and write numbers in numerals and words</p> <p>Represent numbers to 100</p> <p>Tens and ones with a part-whole model</p> <p>Tens and ones using addition</p> <p>Use a place value chart</p> <p>Compare objects</p> <p>Compare numbers</p> <p>Order objects and numbers</p> <p>Addition and subtraction</p> <p>Fact families – addition and subtraction bonds to 20</p> <p>Check calculations</p> <p>Compare number sentences</p> <p>Related facts</p> <p>Bonds to 100 (tens)</p> <p>Add and subtract 1s</p> <p>10 more and 10 less</p> <p>Add and subtract 10s</p> <p>Add by making 10</p> <p>Add a 2-digit and 1-digit number – crossing ten</p> <p>Subtraction - crossing 10</p> <p>Subtract a 1-digit number from a 2-digit number – crossing ten</p> <p>Add two 2-digit numbers – not crossing ten – add ones and add tens</p> <p>Add two 2-digit numbers – crossing ten – add ones and add tens</p> <p>Subtract a 2-digit number from a 2-digit number – not crossing ten</p> <p>Subtract a 2-digit number from a 2-digit number – crossing ten – subtract ones and tens</p> <p>Find and make number bonds</p> <p>Bonds to 100 (tens and ones)</p> <p>Add three 1-digit numbers</p> | <p><u>Writing</u></p> <p>Recount-Safari Park Trip</p> <p>Information Text-Global warming</p> <p>Narrative-Magic School Bus</p> <p>Instructions-How to make a bookmark?</p> <p>Poetry-weather poems</p> <p>Description-Picture from one of the texts</p> <p>Letter-to Father Christmas</p> <p>Word Reading</p> <p>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <ul style="list-style-type: none"> ♣ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ♣ read accurately words of two or more syllables that contain the same graphemes as above ♣ read words containing common suffixes ♣ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ♣ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ♣ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ♣ re-read these books to build up their fluency and confidence in word reading. <p>Reading Comprehension</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ develop pleasure in reading, motivation to read, vocabulary and understanding by: ♣ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ♣ discussing the sequence of events in books and how items of information are related ♣ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ♣ being introduced to non-fiction books that are structured in different ways ♣ recognising simple recurring literary language in stories and poetry ♣ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ♣ discussing their favourite words and phrases ♣ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear ♣ understand both the books that they can already read accurately and fluently and those that they listen to by: ♣ drawing on what they already know or on background information and vocabulary provided by the teacher ♣ checking that the text makes sense to them as they read and correcting inaccurate reading ♣ making inferences on the basis of what is being said and done ♣ answering and asking questions | <p><u>Geography-Human and physical</u></p> <p>Use atlases and globes and world maps to identify the UK and its countries.</p> <p>Name and locate the 7 continents and 5 oceans.</p> <p>Locate hot and cold areas of the world in relation to the Equator and North and South Poles <u>(Willow Primary/Cafod)</u></p> <p>Weather-Identify seasonal and daily weather patterns in the UK</p> <p>Weather symbols</p> <p>Present a weather forecast. (green screen)</p> <p>Vocab- coast sea, ocean, vegetation, season, weather.</p> <p>Climate change and conservation. (geog/science)</p> <p><u>Science-Living things and their habitats.</u></p> <p>Explore and compare the differences between things that are living, dead and never been alive.</p> <p>Identify that most living things live in habitats to which they are suited.</p> <p>Explore simple food chains.</p> <p>Animals including Humans</p> <p><u>Art-</u></p> <p>To look at a range of artists.</p> <p>To develop a range of art techniques using colour, pattern and texture.</p> <p>To use a range of materials creatively.</p> <p>Animal Art (Plan Bee)</p> <p>Camouflage pictures/painting</p> <p><u>Design Technology</u></p> <p>Design purposeful, functional and appealing products for themselves and others based on design criteria.</p> <p>Select from and use a range of tools and equipment to perform practical tasks.</p> | <p><u>RE Autumn Topic 1 Beginnings:</u></p> <p>Know and understand:</p> <ul style="list-style-type: none"> • The many beginnings each day offers – Explore • God is present in every beginning – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p><u>Autumn Topic 2 Signs & Symbols</u></p> <p>Know and understand:</p> <ul style="list-style-type: none"> • Experience of signs and symbols – Explore • Signs and symbols used in Baptism – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p><u>Autumn Topic 3 Preparations</u></p> <p>Know and understand:</p> <ul style="list-style-type: none"> • Preparing for special times – Explore • Advent four weeks of preparation for the celebration of Jesus at Christmas – Reveal • Acquire the skills of assimilation, celebration and application of the above – Respond <p><u>Link:</u> how we care, behave and treat each other in and out of school. Understanding consequences for actions and taking responsibility</p> <p><u>History</u></p> <p>The lives of significant individuals in the past</p> <p><u>Computing –Purple Mash</u></p> <p>Unit 2.2 Online safety 3 weeks</p> <ul style="list-style-type: none"> ♣ use technology safely and respectfully, keeping personal information private; identify where to go for |

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| <p>Money</p> <p>Recognising coins and notes</p> <p>Count money – pence</p> <p>Count money – pounds (notes and coins)</p> <p>Count money – notes and coins</p> <p>Select money</p> <p>Make the same amount</p> <p>Compare money</p> <p>Find the total</p> <p>Find the difference</p> <p>Find change</p> <p>Two-step problems</p> <p>Multiplication and Division</p> <p>Make equal groups</p> <p>Add equal groups</p> <p>Make arrays</p> | <ul style="list-style-type: none"> ♣ predicting what might happen on the basis of what has been read so far ♣ participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say ♣ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. <p>Writing Transcription pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ spell by: ♣ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ♣ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones ♣ learning to spell common exception words ♣ learning to spell more words with contracted forms ♣ learning the possessive apostrophe (singular) [for example, the girl's book] ♣ distinguishing between homophones and near-homophones ♣ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly <p>apply spelling rules and guidance, as listed in English Appendix 1</p> <ul style="list-style-type: none"> ♣ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. <p>Handwriting Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ form lower-case letters of the correct size relative to one another ♣ start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ♣ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters ♣ use spacing between words that reflects the size of the letters | <p>Puppets-Animals</p> <p><u>PSHE - Jigsaw</u></p> <p><u>Topic 1 Being Me in my World</u></p> <p>I recognise choices I make and understand the consequences.</p> <p><u>Topic 2 Celebrating Differences</u></p> <p>♣ I can identify ways in which my friends are different from me</p> | <p>help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Unit 2.3 Spreadsheets 4 weeks</p> <p>♣ use technology purposefully to create, organise and store data</p> <p>Unit 2.4 Questioning 3 weeks</p> <p>Learn about the importance of phrasing questions and that certain data-handling resources are limited in the answers they can provide.</p> <p><u>Music</u></p> <p>Specialist Teacher Hold beater correctly Focus on notes E.D.C and F Call and response songs Pulse and clapping games Vocab-tempo, pulse, notes, appraise</p> <p><u>PE</u></p> <p>Sports Coaches.</p> |
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