

## In Reading...

We are developing our fluency through our Read Write Inc phonics programme.

We will also be enjoying daily story time and reading books from our Famous Five.

**Read Write Inc.**  
Phonics



## As Artists we will...

- ✓ be learning about our key artist, Pablo Picasso.
- ✓ use charcoal and a range of graded pencils to create light, mid and dark tones.
- ✓ recreate the forms in a line drawing by Picasso.
- ✓ create a line drawing portrait inspired by Picasso.
- ✓ describe how our work is similar to Picasso's and say what we like about it.

**Key Vocabulary:** cubism, form, shape, line, drawing, tone, light, dark, mid-tone, charcoal, HB, portrait, self-portrait, evaluate, pencil.

## Year 2 Autumn Term

### In R.E. we will...

- ✓ talk about how people make choices.
- ✓ talk to faith members about how they make moral choices.
- ✓ retell faith stories about the value of each individual.
- ✓ talk sensitively about people of different faiths.
- ✓ make links between religious rules and values for living.

**Key Vocabulary:** consequence, good, evil, fairness, moral choices, Adam and Eve, temptation

## As Scientists we will...

- ✓ explore and compare the differences between things that are living, dead, and things that have never been alive.
- ✓ identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- ✓ identify and name a variety of plants and animals in their habitats, including micro-habitats.
- ✓ describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

**Key Vocabulary:** habitats, micro-habitats, living, dead, alive, food, food chain, healthy, hot, warm, cold, dry, damp, wet, bright, shade, dark, conditions, woodland, ocean, rainforest, shelter, predator, prey.

## As Historians we will...

- ✓ place when the Great Fire of London happened on a timeline.
- ✓ find out about the past using secondary resources.
- ✓ know why the Great Fire of London started and why it spread so quickly.
- ✓ sequence the events of the Great Fire of London.
- ✓ explain the consequences of the fire and how London changed.

**Key Vocabulary:** Landmark, capital city, timeline, chronological order, London, eyewitness, sources, fire, thatched, consequence, cause.

## In Jigsaw we will...

- ✓ understand the rights and responsibilities of class members.
- ✓ know about rewards and consequences and that these stem from choices.
- ✓ know that it is important to listen to other people.
- ✓ understand that our own views are valuable.
- ✓ know that positive choices impact positively on self-learning and the learning of others.
- ✓ identify our hopes and fears for the year ahead.

## In P.E. we will...

- ✓ throw, hit or kick a ball with increasing accuracy.
- ✓ decide the best space to be in during a game.
- ✓ use tactics in a game when attacking and defending.
- ✓ follow the rules.
- ✓ identify a good performance and say why.

**Key Vocabulary:** tag, balance, safely, space, forwards, backwards, defender, dribbling, attacker, score, chest pass, bounce pass, goal, possession, received, send, teammate.

## In Computing we will...

- ✓ develop an understanding of where technology can be found in the world.
- ✓ name the types of technology found in the shops, schools and at home.
- ✓ understand why we use IT.
- ✓ understand how to use IT safely.

**Key Vocabulary:** Information technology (IT), computer, barcode, scanner/scan, monitor, mouse, keyboard, keys, tower, screen.

## As Mathematicians, we will learn how to...

- ✓ recognise the place value of each digit in a two-digit number.
- ✓ use place value and number facts to solve problems.
- ✓ read and write numbers to at least 100 in numerals and in words.
- ✓ identify, represent and estimate numbers using different representations, including the number line.
- ✓ compare and order numbers from 0 up to 100 using the <, > and = symbols.

**Key Vocabulary:** place value, digit, number, estimate, more, less, equal to, order, ordinal, count, tens, ones, partition.

## As Writers, we will...

- ✓ write sentences that are sequenced to form a short narrative.
- ✓ 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 correctly.
- ✓ 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 my writing.
- ✓ use spacing between words.

**Key Vocabulary:** words, sentences, spelling, letters, finger space, capital letter, full stop, segment, story, common exception words, write, blend.

### In Reading...

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We will also be enjoying daily story time and reading books from our Famous Five.

### As Mathematicians, we will learn how to...

- ✓ add and subtract any 2 two-digit numbers using an efficient strategy.
- ✓ add three one-digit numbers.
- ✓ add and subtract two-digit number and tens.
- ✓ recall all number bonds to and within 10 and 20.
- ✓ recall and use addition and subtraction facts to 20 fluently and use related facts up to 100.
- ✓ recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve problems.
- ✓ recall multiplication and division facts for twos, fives and tens and use them to solve simple problems.
- ✓ calculate mathematical statements for multiplication and division within the multiplication tables and write the using the multiplication (x) division ( $\div$ ) and equals (=) signs.

**Key Vocabulary:** add, subtract, digit, number, tens, ones, facts, problem, inverse, equals, multiply, times, groups, operation.

### In Jigsaw we will...

- ✓ know the difference between a one-off incident and bullying.
- ✓ know that sometimes people get bullied because of difference.
- ✓ know that friends can be different and still be friends.
- ✓ know that there are stereotypes about boys and girls.
- ✓ know where to get help if we are being bullied.
- ✓ know that it is OK not to conform to gender stereotypes.
- ✓ know it is good to be yourself.
- ✓ know the difference between right and wrong and the role that choice has to play in this.

### In Computing we will...

- ✓ use technology purposefully to create digital content.
- ✓ produce digital content to meet a brief.
- ✓ edit and improve own pieces.

**Key Vocabulary:** device, camera, photograph, capture, image, digital, landscape, portrait, framing, subject, compose, light sources, flash, focus, background, editing, filter, lighting.

## Year 2 Autumn Term 2

### In P.E. we will...

- ✓ change rhythm, speed, level and direction in my dance.
- ✓ dance with some control and coordination.
- ✓ perform dances using simple movement patterns.
- ✓ identify a good performance and say why.

**Key Vocabulary:** counts, pose, level, slow, fast, balance, mirror, action, pathway, direction, speed, timing.

### In R.E. we will...

- ✓ name some religious festivals and say how faith members celebrate them.
- ✓ describe and explain some traditions linked to religious festivals.
- ✓ suggest reasons why festivals are important.
- ✓ talk about how stories are celebrated at different religious festivals.

**Key Vocabulary:** Advent, Nativity, festival, celebration, Christmas

### As Musicians we will...

- ✓ use our voices expressively and creatively by singing songs and speaking chants and rhymes.
- ✓ play tuned and untuned instruments musically.
- ✓ listen with concentration and understanding to a range of high-quality live and recorded music.
- ✓ experiment with, create, select, and combine sounds using the inter-related dimensions of music.

**Key Vocabulary:** pulse, rhythm, pitch, improvise, melody, bass, perform, singers, percussion, audience, tempo, beat, appraise, patterns, dynamics, verse, chorus, imagination.

### As Writers, we will...

- ✓ plan or say out loud what I am going to write about.
- ✓ use expanded noun phrases to describe and specify.
- ✓ use the present and past tense correctly.
- ✓ use coordination and subordination to join clauses.
- ✓ spell some words with contracted forms,
- ✓ add suffixes to spell some words correctly.
- ✓ write about real events.
- ✓ demarcate sentences with capital letters, full stops, question marks and exclamation marks.

**Key Vocabulary:** words, sentences, spelling, letters, finger space, capital letter, full stop, segment, story, common exception words, write, blend, past, present, question mark, exclamation mark.

### As Scientists we will...

- ✓ identify and compare the features of a variety of everyday materials.
- ✓ explain why some materials are suitable/unsuitable for certain objects based on their properties.
- ✓ identify the best hardwearing material for a specific purpose.
- ✓ identify the most effective fabric for a specific purpose.
- ✓ carry out a comparative test to find out which types of materials are most appropriate for certain objects.
- ✓ suggest reasons why some materials are more suitable than others.
- ✓ apply my knowledge of material to invent creative and unusual uses for everyday materials.

**Key Vocabulary:** materials, fabric, wood, metal, plastic, water, rock, glass, brick, paper, absorbent, opaque, transparent, shape.

### In D&T we will design and make a new chair for Baby Bear by...

- ✓ investigating how a structure is made.
- ✓ identifying how a 3-D shape can be made using nets or templates.
- ✓ practicing making a stable 3-D structure.
- ✓ designing a structure using pictures and words.
- ✓ making and joining a stable structure.
- ✓ evaluating our structures.

**Key Vocabulary:** structure, stable, unstable, strong, weak, strength