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| <p>Maths - Counting to 40 Read, recognise and write numbers from 21 to 40 and the corresponding numbers in words and concrete representations Count within 40 by making 10 first Recognise and interpret sentences associated with tens and ones Represent numbers in a place value chart Compare numbers to 40 using the terms 'greater than', 'smaller than', 'greatest', 'smallest', 'more than' and 'less than'. Add a 2-digit number and a 1-digit number with regrouping Use the 'counting on' strategy to add Subtract a 1-digit number from a 2-digit number without regrouping Use the 'counting back' strategy to subtract Use the 'taking away' strategy to subtract Add 3 1-digit numbers to 40 Use 1-step word problems in addition and subtraction Mentally add a 2-digit number to a 2-digit number less than 20 Mentally add a 2-digit number to tens Mentally subtract a 1-digit number from another 1-digit number Mentally subtract tens from a 2-digit number Relate repeated addition to multiplication & solve word problems</p> | <p>English Fiction: Stories with familiar settings & traditional stories Non-Fiction: Instructions Poetry: Patterns on the page English Demarcate sentences with capital letters and full stops and with some use of question marks and exclamation marks. Use sentences with different forms in their writing (statements, questions, exclamations and commands). Use some expanded noun phrases to describe Use present and past tense correctly and consistently Use conjunctions such as, or, and, but, when, if, that, because Segment spoken words into phonemes and represent these by graphemes, spelling many correctly Spell many common exception words 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> | <p>Computing - Autumn 1 <u>We are astronauts</u> This unit will enable the children to have a clear understanding of algorithms & how to convert to programs Autumn 2 <u>We are game tester</u> In this unit the children will use the program 'scratch' to plan & program a spaceship to move from earth to the Moon!</p> | |
| <p>Science Autumn 1 - Mini Words In this unit the children will learn:</p> <ul style="list-style-type: none"> To explore and compare the differences between things that are living, dead or that have never been alive. To identify that most living things live in habitats and micro-habitats to which they are suited. To describe how different habitats provide for the basic needs of different kinds of animals and plants. To describe how animals obtain their food from plants and other animals. To use the idea of a simple food chain. To identify and name different sources of food. <p>Autumn 2 - Material Monsters In this unit children will learn:</p> <ul style="list-style-type: none"> To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | <p>History Autumn 2 <u>Who are our local heroes?</u> In this unit, the children will use a range of historical sources to find out about the lives of some of the most significant people in the history of their local area.</p> <ul style="list-style-type: none"> Brunel who lived at 98 Cheyne Walk Chelsea SW10 0DQ A A Milne who lived at 13 Mallord Street Chelsea SW3 6DT Sylvia Pankhurst who lived at 120 Cheyne Walk Chelsea SW10 0ES Robert Falcon Scott who lived at 56 Oakley Street Chelsea SW3 5HB | <p>Art Autumn 1 & 2 <u>Van Gogh & Seurat</u> Children will focus on the works of Vincent Van Gogh and Seurat. The children will learn about the artists themselves and they will also develop artistic techniques and drawing.</p> | |
| <p>P.E. Gymnastics In this unit children focus on increasing their range of basic gymnastic skills. They create simple sequences of 'unlike' actions on the floor e.g. a roll, jump and a shape. They then transfer what they learn on the floor to apparatus. In gymnastics as a whole, children use skills and abilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible. Games Activities - Throwing and Catching - Inventing Games In this unit the children will learn to throw, catch and bounce in different ways when standing still or on the move. To choose and apply skills to make up games. To develop simple strategies for extending their skills and to describe their game and teach it to a partner.</p> | <p>R.E. <u>Autumn 1 - How did belief in God affect the actions of people in the Old testament?</u> In this unit children will learn:</p> <ul style="list-style-type: none"> Old Testament stories of people whose belief in God affected their actions; Solomon; Jonah; Daniel; David and Goliath; Ruth; Moses; Abraham. That Christians believe God calls us in different ways Christians believe that God gives people wisdom, strength and help if they ask Him. How to face difficult decisions in life and how the right choices are neither not always the easiest nor the most popular. <p><u>Autumn 2 - Where is the light of Christmas?</u> In this unit children will:</p> <ul style="list-style-type: none"> Know that in Christian art light is used to show holiness / the light of God. Know that the Wise Men were guided by the light of a star so they could visit the new baby king. Learn about the significance of Christingle | <p>Music <u>Autumn 1 and 2</u> The children continue to develop their vocal control and, as they get older, their range increases, as does their naturally obtained understanding of music. The chosen songs for Year 2 reflect this. Class performances happen at Christmas and in the Summer. Listening: Tchaikovsky, The Nutcracker Autumn Term: Use of varied vocal articulation to express mood and character in their songs is encouraged. Identification of line and space notes in musical notation. (DaCapo syllabus) Listening: Tchaikovsky, The Nutcracker, March</p> | <p>Geography Autumn 1 <u>Where does our food come from?</u> This unit links the everyday experience of buying and eating food within the UK with the children's growing geographical understanding of the world.</p> |