

English	Maths	Science	Computing	Art	DT	Geography	History	Music	PE	RE	PSHE
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Our Learning Value: Kindness



Healthy Mind – Relaxation (Relax Kids) Jigsaw (PSHE Scheme)

SMSC – Using the Jigsaw scheme our focus is 'Being me in my World'. We will think about how to make others feel welcome in our community and how to make our world a better place.

Mindfulness - We will be exploring aspects of mindfulness through circle times and stories. Relax Kids, Go Noodle yoga.

Healthy Body – Independence in dressing and undressing, hand washing, toileting etc. PE, Daily Go Noodle; movement and dance.

PE – Fundamental movement.

Forest School – Survival skills

Healthy Eating – Phunky Foods

Core 1 - Reading

Our key text will be 'We are Water Protectors' by Carole Lindstrom and Michaela Goade. We will then move on to 'House Held Up by Trees' by Ted Kooser.

Children will be encouraged to read for pleasure often at school during their free time. They will read to/with an adult on a 1 to 1 or small group basis to help to build word reading, confidence and fluency. Each class will visit the school library each week where they can access a wide range of books and storytelling resources.

Core 2 - Writing

We are Water Protectors is a three-week block in which children explore the true story or the narrative, and produce descriptive non-fiction writing in different forms, such as writing the life-cycle of water, identifying environmental issues, and creating a campaign.

Our second sequence begins with a trip to the local park. This trip will give children inspiration to write descriptions about all the natural wonders they spotted! They will write an estate agent advertisement as well as use conjunctions to explain the life cycle of trees. They will discuss the characters in the text, and will finish with an extended factual report about the trees at their local park aimed at attracting potential visitors.

Core 3 – Maths

We will follow the 'White Rose Maths' Scheme of Learning. *Place value.* The children will expand on their existing knowledge as they explore numbers to 20, recognise tens and ones, partition numbers to 100, compare objects and numbers, order objects and numbers and count in multiples of 2s, 5s and 10s. They will learn how to use a place value chart, how to write numbers to 100 in words, how to write numbers to 100 in expanded form and how to count in multiples of 3. *Addition and Subtraction.* As well as consolidating previous knowledge, the children will learn how to add three 1-digit numbers, how to add and subtract across a 10, and how to add and subtract two 2-digit numbers.

Core 4 - Science

We will follow the 'Kapow' Scheme of Learning. This half term, our topic will be 'Living things: Habitats.' The children will consider the life processes that all living things have in common and will classify objects into alive, was once alive or has never been alive. They will name plants and animals in a range of habitats and recognise how living things depend on each other. The children will create food chains to show the sequence that living things eat each other.

Core 5 – Computing

Through the use of 'Purple Mash,' children will focus on building simple algorithms to move a screen turtle along routes. They will consider direction and distances and create commands. Children will be introduced to the fundamentals of the internet, including its purpose, how we access it, and how to use it safely and effectively. They will develop the skills needed to search for information online.

Core 6 – Physical Education

Our focus this half term will be 'Fundamental Movement.' In this unit pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. They will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.

Lead 1 – Art


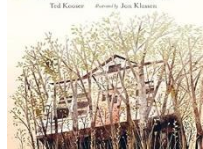
Our Art topic this half term is Craft and Design: *Map it out.* This unit focuses on teaching children to explore and create maps through various art forms, including drawing, felt making, printmaking and designing stained glass. Children will develop skills in sorting, designing, and evaluating art, encouraging children to present and discuss their creations in a class gallery.

Lead 2 – Geography

We will follow the 'Kapow' Scheme of Learning and our first focus question will be 'Would you prefer to live in a hot or cold place?' The children will learn about the basic concept of climate zones and will map out hot and cold places globally. They will look at features in the North and South Poles and Kenya and will compare weather and features in the local area. They will learn the four compass points as well as the names and locations of the continents of our world.

Cultural Diversity - Music/Festivals

RE– This enquiry investigates how Christians might follow Jesus' example of being kind to people. The learning is based on Jesus summing up the 10 commandments in the Old Testament into two commandments. *Music* – In this unit, pupils learn to sing and perform folk songs from around the British Isles. They will identify features of folk music and explore amongst other musical ingredients: pulse, dynamics, pitch, and texture. They will explore dot notation and sing in a round and in parts.

Term: Autumn 1	Year: 2	Topic name: Creation and Conservation	 
<p>Rationale: <i>We are Water Protectors:</i> This book tells the story of an Ojibwe girl who fights against an oil pipeline in an effort to protect the water supply of her people. Their people foretell a black snake that will one day destroy their land and poison their water. The girl says that the black snake has already arrived in the form of an oil pipeline. She resolves to rally her people against it and protect their water supply for the sake of animals, plants, the environment, and the Earth.</p> <p><i>House Held up by Trees:</i> The children in the house trailed the scent of wild trees to neighboring lots, where thick bushes offered up secret places to play. When the children grew up and moved away, their father, alone in the house, continued his battle against blowing seeds, plucking out sprouting trees. Until one day the father, too, moved away, and as the empty house began its decline, the trees began their approach. At once wistful and exhilarating, this lovely, lyrical story evokes the inexorable passage of time — and the awe-inspiring power of nature to lift us up.</p>			

<p>Our Learning Journey:</p> <p>Week 1: As this week is a short week, we will take some time to settle back into school life as we become familiar with our new classroom layout and with the new routines. We will share the things that we have experienced and the places that we have visited during the summer holidays as we write a re-count of events. Place Value will be our Maths focus as we revisit learning from Year 1 on numbers to 20. We will count objects to 100 by making tens and will start to unitise the idea of a ten by recognizing tens and ones within a number.</p> <p>Week 2: This week will be our first full week as Year 2 children! In English, we will introduce our new text 'We are Water Protectors.' We will create poetry based on a simple structure and will consider what to write by planning for creating sentences. We will create fact files based on facts and research, focusing on using past and present tense correctly. We will organise our representations in a place value chart in Maths, placing pieces of equipment under the correct place value headings. We will use our understanding from earlier in the block and begin to partition numbers to 100. We will learn about life processes in Science as we identify some of the characteristics of living things. In Geography, we will learn about the continents, and will learn to name and locate each of them on a world map. In Art, we will investigate how maps can be real or imaginary. We will compare features of maps and will create a map of our own in a chosen style.</p> <p>Week 3: In English, we will learn to use expanded noun phrases to describe and specify. We will write non-chronological and chronological reports using coordinating and subordinating conjunctions. In Maths, we will learn to identify, represent, and estimate numbers using different representations, including the number line. We will use 10s and 1s on the number line to 100 and will use this knowledge to make estimations. We will also learn to compare objects and numbers. In Science we will learn to recognise the difference between things that are alive, were once alive, or have never been alive. In Geography, we will research the coldest places on Earth as we locate the North and South Poles. In Art, we will explore 2D and 3D by creating a relief version of map drawings inspired by artist Emma Johnson.</p> <p>Week 4: We will plan to write for different purposes in English this week. We will look at the effect of 'ful' and 'less' as suffixes and will edit and improve our writing before writing up and publishing our work. In Maths, we will order objects and numbers, re-visit counting in 2s, 5s and 10s and will begin to count in steps of 3. Our focus in Science will be habitats as we learn to identify plants and animals in different habitats. In Geography we are going to learn about the equator so that we can locate it on a world map. In Art, we will learn about abstract art to develop map drawings into stained-glass style artwork.</p> <p>Week 5: This week, we will be introduced to our new Maths topic of 'Addition and Subtraction.' We will use bonds to 10 and then 100, fact families and related facts to help us to problem-solve. In English, we will begin reading our second text of the half-term, 'House Held up by Trees.' We will begin by using adjectives to describe and will learn to ask a range of questions. We will use different sentence types to create an advertisement and will use noun phrases to describe in role. This week in Art, we will learn to develop map drawings into simple print designs. We will make and use printing tiles and will explore how to display our finished artwork. We will learn to identify how a habitat provides animals and plants with what they need to survive in science this week. In Geography we will learn about what it is like to live in a hot place as we compare the UK and Kenya.</p> <p>Week 6: This week in English, we will use conjunctions to show time in an explanation and will learn to turn adjectives into adverbs. We will caption pictures and will write and publish a poem. In Maths, we will add and subtract ones, add by making 10 and add 3 one-digit numbers. The children will add to the next ten using their knowledge of number bonds, adding by making 10 and related facts. In Science we will focus on rainforest and ocean habitats as we recognise how animals and plants depend on each other. In Geography, we will discover whether we live in a hot or cold place and will investigate local weather conditions. This week in art, we will evaluate the success of our collaborative and individual artwork against the original design brief. We will make choices about how to organise and display our artwork in a classroom gallery.</p> <p>Week 7: In English this week, we will plan a factual report about trees before writing a beginning, middle and end. We will then edit and publish our work. This week in Maths, we will add and subtract across a 10, add and subtract from a 10, and subtract a 1-digit number from a 2-digit number. In Science, we will learn about food chains as we recall how animals get their food from plants and other animals and in Geography, we will identify the key features of hot and cold places.</p> <p>Week 8: In Maths this week, we will add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and 1s, a 2-digit number and 10s, two 2-digit numbers and adding three 1-digit numbers.</p>
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