
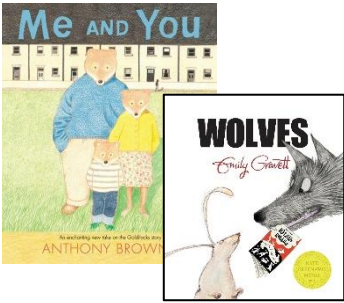


English	Maths	Science	Computing	Art	DT	Geography	History	Music	PE	RE	PSHE
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<p>Our Learning Value: Respect</p> 	<p>Healthy Mind – Relaxation (Relax Kids) Jigsaw (PSHE Scheme)</p> <p>SMSC – Using the Jigsaw scheme our focus is ‘Celebrating Differences’. Children will learn to understand that everyone is unique and special.</p> <p>Mindfulness - We are mindful citizens through showing mutual respect for one another and being kind friends to all. We will be exploring aspects of mindfulness through circle times and stories. Relax Kids, Go Noodle yoga.</p>	<p>Healthy Body – Independence in dressing and undressing, hand washing, toileting etc. PE, Daily Go Noodle; movement and dance.</p> <p>PE – Dance</p> <p>Healthy Eating – Phunky Foods workshop</p>
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<p>Core 1 - Reading</p> <p>Our theme for this half-term is ‘A Twist in the Tale’ and our first text will be ‘Goldilocks.’ We will use three different versions by Lauren Child, Anthony Browne, and Leigh Hodgkinson. We will then move on to ‘Wolves’ by Emily Gravett.</p> <p>Children will be encouraged to read for pleasure often at school during their free time. They will read to/with an adult 3x per week in a small group to help to build the key skills of decoding, prosody, fluency, and comprehension. Each class will visit the school library each week where they can access a wide range of books and storytelling resources. They will choose one ‘reading for pleasure’ book to bring home and share.</p>	<p>Core 2 - Writing</p> <p><i>Goldilocks:</i> We will use three different versions of Goldilocks. We will initially familiarise ourselves with the traditional version of the tale to identify the elements of a traditional tale. In the next part, children explore the text of Me and You by Anthony Browne where pictures are used to provide a context for why Goldilocks appears at the three bears’ house. In the final part, we will write a sequel to the original story, where Goldilocks and the bears meet many years later.</p> <p><i>Wolves:</i> We will receive a letter from the library to say that a book they borrowed is now overdue. When we return it, we find out that there are all sorts of ‘rumours’ flying around about wolves. Some people are saying they are good, others saying they are bad. We will find out what is fact and what is fiction and will create a leaflet that will educate the townsfolk about wolves so that they can keep safe.</p>	<p>Core 3 – Maths</p> <p>We will follow the ‘White Rose Maths’ Scheme of Learning.</p> <p><i>Addition and Subtraction:</i> Children will learn how to solve problems that involve mixed addition and subtraction. They will compare number sentences and solve missing number problems using mathematical vocabulary.</p> <p><i>Shape:</i> Children will draw on prior knowledge to help them to recognise 2D and 3D shapes. They will count sides, vertices, faces and edges on these shapes and will learn how to find lines of symmetry.</p>
<p>Core 4 - Science</p> <p>This half term, our topic will be ‘Living things: Microhabitats.’ Building on their knowledge of habitats, children will discover that microhabitats provide what minibeasts need to survive. They will learn that scientists use a range of skills to answer questions and plan and carry out an experiment to find out the conditions woodlice prefer.</p>	<p>Core 5 – Computing</p> <p>Through the use of ‘Purple Mash’, children will focus on information technology as we learn about spreadsheets. We will learn to understand what a spreadsheet is used for, to be able to navigate around a spreadsheet and enter data and to be able to add images to a spreadsheet. Children will use images as calculation aids and learn how to use spreadsheet programs to create graphs from data.</p>	<p>Core 6 – Physical Education</p> <p>Our focus this half term will be ‘Dance.’ In this unit pupils will explore space and how their body can move to express an idea. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression and will explore pathways, levels, shapes, directions, speeds and timing whilst working independently and with others.</p>
<p>Lead 1 – DT</p> <p>Textiles will be our focus for this half-term and we will learn to join materials using a range of techniques. We will investigate fabrics to determine which is best for the purpose of the product that we are creating. We will learn to mark out, tape or pin fabric to a template and will experiment with joining techniques e.g. running stitch including threading own needle, stapling, lacing, and gluing. The children will design, make, and evaluate a product for an intended user and purpose.</p>	<p>Lead 2 – History</p> <p>Our topic this half-term is ‘How was school different in the past?’ Children will find out how schools have changed over time and will investigate what school was like in the past. We will investigate what schools were like in the 1900s and will compare a modern classroom with a classroom 100 years ago. We will consider what is similar and different about schools now and in the past as we compare three periods of time and we will consider if we would prefer to have gone to school in the past.</p>	<p>Cultural Diversity - Music/Festivals</p> <p><i>RE</i> – This enquiry investigates why Christians believe God gave Jesus to the world.</p> <p><i>Music</i> – The children will explore the instruments of the orchestra and the descriptive music of the romantic period through the theme of space. They will respond to music with increasing confidence whilst exploring percussion as a class and in small groups before creating their own Jupiter hymn inspired school anthem.</p>

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Term: Autumn 2	Year: 2	A Twist in the Tale	
<p>Rationale: <i>Goldilocks:</i> In this three-week Writing Root, children use three different versions of Goldilocks for three different, but connected writing outcomes. Children initially familiarise themselves with the traditional version of the tale and will identify the elements of a traditional tale. They will learn to identify adjectives to describe and will create 'Wanted' posters. They will use a text where pictures are used to provide a context and they will learn to write sympathetically to tell the story from another perspective. Children will write a sequel to the original story, where Goldilocks and the bears meet many years later.</p> <p><i>Wolves:</i> This text will encourage children to think about the differences between fiction and non-fiction. Rabbit takes a book out of the library which explores facts about wolves...meanwhile, a fairy tale wolf is lurking hungrily in the background. This will open up discussions with children about what is real and what might not be so real. Links to science will be made, focussing on animals, habitats, and food chains.</p>			
<p>Our Learning Journey:</p> <p>Week 1: In English this week, we will read 'Goldilocks and the Three Bears' by Lauren Child. We will learn about nouns and adjectives as we describe the character of Goldilocks using conjunctions to join sentences. We will create wanted posters before sequencing events within a story, focusing on the beginning, middle and end. To conclude this week, we will write a retell of the story using different ways to open sentences. In Maths, we will complete our topic of addition and subtraction as we learn how to solve mixed addition and subtraction, compare number sentences and solve missing number problems. In Science, we will learn to identify and classify minibeasts and in History, we will find out how schools have changed over time.</p> <p>Week 2: In English, we will learn to understand events from another point of view as we write a letter of apology to the three bears in role as Goldilocks. We will take part in role-play and will write speech bubbles for the story characters. We will be introduced to a second version of the story, written by Anthony Browne and will compare two versions of the same story, identifying how a character's feelings change as a story moves on. In Maths, we will move on to our new topic of shape. We will learn to recognise 2D and 3D shapes, count sides and vertices on 2D shapes and how to draw 2D shape with accuracy. In Science, we will be introduced to scientific enquiry as we learn to recognise how scientists answer questions. We will investigate what school was like in the past in History.</p> <p>Week 3: In English, we will work collaboratively to create a plan for a sequel to Goldilocks and the Three Bears. We will use our plans to create a story as we write, edit and publish our own sequel. In Maths, we will learn how to find lines of symmetry and how to use these to complete shapes. We will sort 2D shapes, and count faces and edges on 3D shapes. In Science, we will go on a minibeast hunt as we learn to recognise living things live in habitats to which they are suited and gather and record data to answer a question. In History this week, we will investigate what schools were like in the 1900s.</p> <p>Week 4: 'Wolves' by Emily Gravett will be our focus text in English this week. We will begin by discussing what we already know about wolves, what we think about them, and what we want to find out. We will identify fact and fiction books and will use this to write a letter informing about fact and fiction. We will learn to use noun phrases to label appearance and will create a poster informing and warning the public using different sentence types. This week in maths, we will learn how to count vertices on 3D shapes, sort 3D shapes and make patterns with 2D and 3D shapes. In science this week, we will plan how to carry out an experiment and in History, we will compare a modern classroom with a classroom 100 years ago.</p> <p>Week 5: In English, we will use 'because' and 'so' to join ideas in a sentence and will plan and rehearse a documentary. We will perform facts for an audience and will create a plan for a non-fiction text. We will compare three periods of time as we ask ourselves 'what is similar and different about schools now and in the past? In Science, we will work scientifically as we carry out a woodlouse experiment and record data in a table.</p> <p>Week 6: We will write sections of a non-fiction text in English this week. We will use 'because', 'so' and 'but' to make our writing more interesting. To round up our learning, we will write the final section of a non-fiction text on wolves, sharing wider facts about them. In History, we will express a personal response to history as we consider if we would have preferred to have gone to school in the past. In Science, we will explore 'what is a botanist?'</p> <p>This week the Christmas festivities will be in full swing as we perform our Christmas play for our families.</p> <p>Week 7: This week will be our final week in school before we break up for the Christmas holidays. We will enjoy our Christmas party and a scrumptious Christmas dinner too. We will practice for our carol service that will take place on the last day of term.</p>			