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|---------|-------|---------|-----------|-----|----|-----------|---------|-------|----|----|----------|
| English | Maths | Science | Computing | Art | DT | Geography | History | Music | PE | RE | RSE&PSHE |
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**Our Learning Value:** Kindness



**Healthy Mind** – Relaxation (Relax Kids)

**SMSC** – We will learn to understand how everyday choices support health and wellbeing by exploring the effects of movement, sleep, food and drink on the body.

**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.

**Healthy Eating** – Phunky Foods

### Core 1 - Reading

Our theme for this half-term is 'bravery vs fear' and our first text will be 'The Bear Under the Stairs' by Helen Cooper. We will then move on to 'The Minpins' by Roald Dahl.

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.

### Core 2 - Writing

The children will write letters, retells and their own version narratives in weeks 1-3 and will then move on to writing letters of advice and short news reports. They will write in role, write retells of a familiar story and will create information posters.

We will focus on:

- Demarcating sentences with capital letters, full stops and question marks
- Using present and past tense correctly and consistently
- Spelling common exception words
- Using co-ordination and subordination to join clauses

### 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

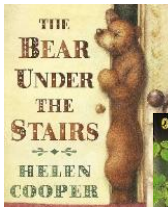
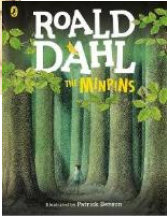
We will follow the 'Kapow' Scheme of Learning and our first focus question will be 'Would you prefer to live in a hot or cold place?' The children will learn about the basic concept of climate zones and will map out hot and cold places globally. They will look at features in the North and South Poles 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*– Our enquiry question is 'Why do we need to give thanks?' We will investigate how people express gratitude by exploring beliefs and practices linked to making offerings.

*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.

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| Term: Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         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| <p><b>Rationale:</b></p> <p>Children will look at the book <i>The Bear Under the Stairs</i> and use it as a model to discuss their fears and how they dealt with them. Children will write letters of advice to the main character before writing their own story of a child who is scared of something that might be in the house. The sequence of learning finishes with children making comparisons between real bears and toy bears and using this as the basis for an information report about bears to give to William to help him feel less scared.</p> <p>'The Minpins' by Roald Dahl begins by engaging in the themes of the story by talking about danger and what they are allowed and not allowed to do, imagining gruesome consequences if they do not follow instructions! We will then go on to read and explore <i>The Minpins</i> and create character descriptions (for our own monsters and <i>The Minpins</i> themselves), retellings of key events, reports about <i>The Minpins</i> and eventually writing a new chapter.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               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| <p><b>Our Learning Journey:</b></p> <p><b>Week 1:</b> 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><b>Week 2:</b> This week will be our first full week as Year 2 children! In English, we will introduce our new text 'The Bear Under the Stairs'. 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><b>Week 3:</b> In English, we will retell a known story using full sentences and will learn how to distinguish between the different graphemes to help to improve spelling. We will create a plan for a story and will use this plan to create, write, and edit for improvements. 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><b>Week 4:</b> We will learn to distinguish between fact and fiction and to use 'but' to create an opposite this week in English. We will create a formal report using the features of an information text and will edit our work for improvement. 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><b>Week 5:</b> In English, we will begin reading our second text of the half-term, 'The Minpins'. We will begin by predicting story themes and outcomes by inferring and we will then create noun phrases to describe characters. We will learn to use a range of conjunctions and will identify and use verbs. We will also 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 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><b>Week 6:</b> In English we will use suffixes as we write character descriptions from different viewpoints. We will identify and use past and present tense and will use the possessive apostrophe as we write luggage labels for items. We will return to our sentences from the previous session and rewrite them using the appropriate conjunctions to join to create a description of a scene from the book. 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><b>Week 7:</b> This week in English, we will write statements to create a report, use the progressive tense and create a story plan. Towards the middle of the week, we will write the opening of a story, learning to use a consistent tense throughout a story. 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><b>Week 8:</b> 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> |         |                             |                                                                                                                                                                         |