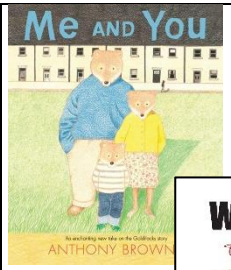
English	Maths	Science	Computing	Art	DT	Geography	History	Music	PE	RE	PSHE

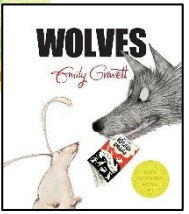
Our Learning Value: Respect 	**Healthy Mind –** Relaxation (Relax Kids) **SMSC –** We will learn to recognise how families and communities can be similar and different by learning about kindness, respect and positive relationships. **Mindfulness -**. We will be exploring aspects of mindfulness through 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 –** Invasion Games

Core 1 - Reading Our theme for this half-term is 'A Twist in the Tale' and our first text will be 'Me and You.' By Anthony Browne. We will then move on to reading 'Wolves' by Emily Gravett. 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.	**Core 2 - Writing** *Me and You:* We will initially familiarise ourselves with the traditional version of 'Goldilocks; 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. *Wolves:* 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.	**Core 3 – Maths** We will follow the 'White Rose Maths' Scheme of Learning. *Addition and Subtraction*: 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. *Shape:* 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.
Core 4 - Science 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.	**Core 5 – Computing** Through the use of 'Purple Mash', children will focus on 'Information Technology '*Presenting Ideas*'. They will explore how a story can be presented in different ways, to make a quiz about a topic and to make a presentation to the class. 'Making Music' will be our second unit and we will learn to create, record and upload from a bank of sounds.	**Core 6 – Physical Education** Our focus this half term will be 'Invasion Games.' Examples of sports played in this unit are football, handball, rugby, netball, basketball, and hockey. In this unit, children will develop their understanding of the principles of defending and attacking for invasion games. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games and will learn how to score points in these types of games and learn to play to the rules.
Lead 1 – DT 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.	**Lead 2 – History** 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.	**Cultural Diversity - Music/Festivals** *RE* – Children will examine the symbolism of light in different religious and worldview traditions by exploring festivals, stories and artwork. *Music* – 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.

English	Maths	Science	Computing	Art	DT	Geography	History	Music	PE	RE	PSHE

Term: Autumn 2	**Year:** 2	**A Twist in the Tale**





Rationale: *Goldilocks*: In this three-week Writing Root, children explore two different versions of Goldilocks (the traditional tale and Me and You by Anthony Browne). Children initially familiarise themselves with a version available of the traditional tale, exploring what makes a traditional tale. They select adjectives to describe the character of Goldilocks that they then use to create a 'Wanted' poster that will be displayed around school. They go on to write a simple retelling as well as an apology letter in role as Goldilocks. Children move on to 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. This is a more sympathetic view and the children tell the story from her perspective. Children receive a letter from a publisher asking them to create a sequel to the story, one in which Baby Bear is the main character who ends up somewhere he shouldn't.

Wolves: 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.

Our Learning Journey:

Week 1: In English this week, we will read a traditional version of 'Goldilocks and the Three Bears'. We will learn to select relevant adjectives to describe the character of Goldilocks. We will then describe a character and their actions in a wanted poster before orally retelling the story. 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.

Week 2: In English, we will role-play conversations between the character and we will write an apology letter in role as Goldilocks. We will use conjunctions to compare two stories, use subordination to describe a character's feelings and we will use the past tense to create captions.

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.

Week 3: In English, we will plan a sequel to the story using expanded noun phrases, adverbs, and a range of sentence types.

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.

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.

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.

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?'

This week the Christmas festivities will be in full swing as we perform our Christmas play for our families.

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.