

Light up the world!

Date/term: Autumn Term (2) 2018

Year group/class: Year 2 Topaz and Emerald

Literacy and Maths	Possible contexts for teaching/ using and applying in this theme
<p>Literacy <i>*listen and respond appropriately to adults and their peers, *ask relevant questions to extend their understanding and knowledge, *use relevant strategies to build their vocabulary, *articulate and justify answers, arguments and opinions, *give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings, *maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments, *use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas, *speak audibly and fluently with an increasing command of Standard English, *participate in discussions, presentations, performances, role play, improvisations and debates, *gain, maintain and monitor the interest of the listener(s), *consider and evaluate different viewpoints, attending to and building on the contributions of others, *select and use appropriate registers for effective communication</i></p> <p>Reading - word reading: <i>*apply phonic knowledge to decode and blend words until reading is fluent, *read accurately polysyllabic words, *read words containing common suffixes, *read further common exception words, *read most words fluently, *read aloud books matched to phonic knowledge, sounding out unfamiliar words accurately, *re-read books to build up their fluency and confidence in word reading.</i></p> <p>Spelling - <i>*segment words, learn new ways of spelling with alternative graphemes, *spell common exception words, words with contracted forms, *learn the possessive apostrophe, *distinguish between homophones and near-homophones, *add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly, *apply spelling rules and guidance, as listed in English Appendix 1, *write from memory simple sentences dictated by the teacher</i></p> <p>Handwriting - <i>*form lower-case letters of the correct size relative to one another, *start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined, *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.</i> Children will be taught spelling rules (including phonics) and handwriting throughout the year when they are ready.</p> <p>Writing - composition <i>*explore writing through a range of genres, *identify features of text and replicate these when writing, *write narratives about personal experiences and those of others (real and fictional), *write about real events, *write for different purposes, *plan or say out loud what they are going to write about, *write down ideas and/or key words, including new vocabulary, *encapsulate what they want to say, sentence by sentence *evaluate their writing with the teacher and other pupils, *re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form, *proof-read to check for errors in spelling, grammar and punctuation, *read aloud what they have written with appropriate intonation to make the meaning clear.</i></p> <p>Writing - vocabulary, grammar and punctuation <i>*learn how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</i></p> <p><i>*learn how to use: *sentences with different forms: statement, question, exclamation, command, *expanded noun phrases to describe and specify, *the present and past tenses correctly and consistently including the progressive form, *subordination (using when, if, that, or because) and co-ordination (using or, and, or but), *the grammar for year 2 in English Appendix 2, *some features of written Standard English, *use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</i> Children will be taught grammar throughout the year when they are ready.</p>	<p>Diary Writing - The Gun Powder plot.</p> <p>Poetry - fireworks</p> <p>Story writing - Talk 4 Writing - Can't you sleep little bear? The Lighthouse Keeper's Lunch</p>

Maths

Problem Solving, Fluency and Reasoning

- * Identify and record the information or calculation needed to solve a puzzle or problem; carry out the steps or calculations and check the solution in the context of the problem.
- * Follow a line of enquiry; answer questions by choosing and using suitable equipment and selecting, organising and presenting information in lists, tables and simple diagrams.
- * Describe patterns and relationships involving numbers or shapes, make predictions and test these with examples.
- * Present solutions to puzzles and problems in an organised way; explain decisions, methods and results in pictorial, spoken or written form, using mathematical language and number sentences.

Number - number and place value

- * count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- * recognise the place value of each digit in a two-digit number (tens, ones)
- * identify, represent and estimate numbers using different representations, including the number line
- * compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- * read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems.

Number - addition and subtraction

- solve problems with addition and subtraction: *using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- *applying their increasing knowledge of mental and written methods
- *recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- *add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers

Number - fractions

- *recognise, find, name and write fractions $\frac{3}{4}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{4}{4}$ of a length, shape, set of objects or quantity
- *write simple fractions for example, $\frac{2}{4}$ of $\frac{6}{4} = 3$ and recognise the equivalence of $\frac{4}{4}$ and $\frac{2}{2}$.

Geometry - properties of shapes

- *identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- *identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- *identify 2-D shapes on the surface of 3-D shapes
- *compare and sort common 2-D and 3-D shapes and everyday objects.

Geometry - position and direction

- *order and arrange combinations of mathematical objects in patterns and sequences
- *use mathematical vocabulary to describe position

Statistics

- *interpret and construct simple, tally charts and simple tables
- *ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- *ask and answer questions about totalling and comparing categorical data.

More information is given on the weekly Maths plans. Maths is taught daily, discretely and follows the three strands.

Daily Maths Meetings will also take place.

Addition: Blank number lines and partitioning

Subtraction: Concrete then moving onto blank number lines.

Inverse: Linking addition and subtraction learning.

Shape: 2D and 3D shapes. Reasoning about shapes and their individual properties.

Number work - counting in 2s, 5s and 10s, 1 more and 1 less, 10 more and 10 less, counting forwards and backwards from any given number.

Areas of Learning	
<i>Key ideas: (see relevant Areas of Learning indicated below)</i>	
<i>Skills and processes: (see relevant Areas of Learning indicated below)</i>	
Breadth of learning	Possible contexts for teaching/ using and applying in this theme
SCIENCE	
<p>Seasonal changes: Observe changes across the four seasons. Observe and describe weather changes.</p> <p>Animals including humans: Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Everyday Materials: Identify and compare the uses of a variety of everyday materials, including wood metal, plastic, glass, brick, rock, paper and cardboard.</p> <p>Working scientifically: Observing closely, using simple equipment. Performing simple tests. Using observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.</p>	<p>Watching weather forecast daily.</p> <p>Weather conditions for different animals (hot / cold / warm / wet / dry / damp).</p> <p>Mixing different substances with water CS.</p> <p>The Lighthouse Keeper's lunch - materials (durability)</p> <p>Animals: Comparing the structure of human and animal bones. Offspring. Senses.</p>
Design Technology	
<p>Design: Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Make: Select from and use a range of tools and equipment to perform practical. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Evaluate: Explore and evaluate a range of existing products.</p>	<p>Design and make biscuits for Santa and his elves.</p> <p>Link to Lighthouse Keeper's Lunch in literacy</p> <p>Diwali - follow a design criteria to create a Diwali candle holder using clay. Decorate and evaluate products against design criteria.</p>
ART AND DESIGN	
<p>To use a range of materials creatively to design and make products.</p>	<p>Digital art - children to create artwork based on an abstract artist on paint.</p>

<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Children to compare artists for Artist of the Month.</p> <p>Recreate Van Gogh's 'A Starry Night' using water colour.</p> <p>Make firework inspired artwork linked to The Gunpowder plot.</p> <p>Experimenting with colour mixing.</p>
HISTORY	
<p>Significant historical events, people and places of their own locality.</p> <p>Lives of significant individuals in the past how have contributed to national and international achievements.</p>	<p>The Gun Powder Plot - Robert Catesby and Guy Fawkes.</p> <p>Comparing artists from different centuries.</p> <p>Remembrance Day (100 years)</p> <p>Diwali.</p>
GEOGRAPHY	
<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world.</p> <p>Name and locate the world's seven continents and five oceans. Name, locate and identify the characteristics of the four countries and capital cities of the UK and surrounding areas.</p>	<p>Looking at weather forecast weekly.</p> <p>Comparing weather of the north pole etc. and looking at the different Christmases around the world. Father Christmas travelling around the continents and oceans.</p> <p>Read the book 'Mirror' and explore the similarities and differences between the two contrasting countries.</p>
PSHE and CITIZENSHIP	
<p>Developing relationships through work and play.</p>	<p>Importance of right and wrong.</p>
RE	
RE week at the end of this half term	
MUSIC	
<p>Using voices expressively and creatively by singing songs and speaking chants and rhymes.</p>	<p>Follow Active Music Digital programme weekly.</p>
COMPUTING	
<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully,</p>	<p>E-Safety within computing lessons.</p> <p>Creating digital art.</p> <p>Creating art using BeeBots - exploring algorithms.</p>

<p><i>keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</i></p>	
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