



Harvington C of E (Controlled) First & Nursery School

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Headteacher –Mr T Holdstock

'Together we love, learn and grow'

Dear Parents and Carers,

Please find the information for Year 2 for Autumn term 1.

Class Teacher: Miss Harrison	Teaching Assistants: Mrs Sams Mrs Griffiths Mrs Rene	PTFA Rep: Cassie Taylor & Nikki Clarke	
Parent Share Sessions: TBC	End Product: Baking space biscuits	Planned Trips/Visitors: Leicester Space Centre on Friday 9 th October	Homework: Spellings weekly Reading daily Times tables practise 10 x table

Medium Term Plan- Year 2- Autumn 1

Grab: Alien crash landing

End Product: Making space biscuits

Trip: Leicester Space Centre

<u>History: What was the space race?</u> <u>Key Knowledge</u> • The Space Race was a competition between Russia and USA to see who could land on the moon first • Apollo 11 was the first manned spacecraft to land on the moon • Neil Armstrong, Buzz Aldrin and Michael Collins were the crew on Apollo 11. <u>Chronological Knowledge</u> • 16 July 1969 – NASA's Apollo 11 Launched from Cape Kennedy • 20 July 1969 – Apollo 11 becomes first manned spacecraft to land on moon. Neil Armstrong stepped on the lunar surface for the first time • 24 July 1969 – Apollo 11 returned to Earth, splashing down in the Pacific Ocean Key Vocabulary: century, decade, time line, order, date, past, present, then, now, before, after, a long time ago, space, moon, Apollo 11, NASA, astronaut, Neil Armstrong, historic, important, significant, famous, person, people, explorer, International Space Station	<u>R.E. Who do Christians say made the World?</u> Make sense of belief: • Retell the story of creation from Genesis 1:1– 2:3 simply • Recognise that 'Creation' is the beginning of the 'big story' of the Bible • Say what the story tells Christians about God, Creation and the world Understand the impact: • Give at least one example of what Christians do to say 'thank you' to God for Creation Make connections: • Think, talk and ask questions about living in an amazing world • Give a reason for the ideas they have and the connections they make between the Jewish/ Christian Creation story and the world they live in.	<u>Science-Habitats</u> <u>Key Knowledge</u> • Some of the life processes, including movement, reproduction, sensitivity, growth, • The difference between things that are living, dead, and things that have never been alive, using some of the life processes. • A variety of plants and animals and describe some differences. • A variety of habitats, including woodland, ocean, rainforest and coastal. • A habitat is the environment where an animal or plant lives/grows because it provides what Living things depend upon each other (e.g. for food, shelter). • A food chain can be used to show how animals obtain food from eating either plants and/or other animals. Key Vocabulary: alive, dead, depend, energy, food chain, habitat, life processes, predator, prey, shelter, sort
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<u>PE Dance-Get Set for PE</u> - Remember, repeat and link actions - Explore space and simple movement patterns - Copy, remember and repeat actions - Use facial expressions to show different characters - Perform in unison - Create interesting shapes with a partner - Mirror a partner - Work with a partner to create ideas - Create actions in response to stimulus - Use dynamics in performance - Create a short dance phrase with a partner showing clear changes of speed	<u>PSHE-Being Me in My World-Jigsaw</u> <u>Key Knowledge</u> - I can identify some of my hopes and fears for this year and know who to talk to when I feel worried. - I understand my rights and responsibilities as a member of my class and school. - I can help to make my class a safe and fair place. - I can listen to other people and contribute my own ideas about rewards and consequences. - I can work cooperatively. - I can recognise the choices I make and understand the consequences.	<u>Art and Design: Map it out</u> <u>Key Knowledge</u> - That 'composition' means how things are arranged on the page. - Shapes can be organic (natural) and irregular. - How to draw a map to illustrate a journey. - How to separate wool fibres ready to make felt. - How to lay wool fibres in opposite directions to make felt. - How to roll and squeeze the felt to make the fibres stick together. - How to add details to felt by twisting small amounts of wool. - How to choose which parts of their drawn map to represent in their 'stained glass'. - How to overlap cellophane/tissue to create new colours. - How to draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. - How to apply paint or ink using a printing roller. - How to smooth a printing tile evenly to transfer an image. - How to try out a variety of ideas for adapting prints into 2D or 3D artworks. - Art can be figurative or abstract. - Artists can use the same material (felt) to make 2D or 3D artworks. - Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'.
<u>Music-Call and Response Animals</u> - Recognise and name the following instruments: up to three instruments from Group A and B. - Know that dynamics can change the effect a sound has on the audience. - Be able to recognise and name up to three instruments from Group A and B. Key Vocabulary: call and response, sound pattern, dynamics	<u>Computing Unit: Route Explorers-Purple Mash</u> - To use the direction keys in 2Go to move the turtle along a route. - To use units of distance along with the direction keys in 2Go to move along a route. - To write instructions to complete more than one step of a route at once. - To build up instructions for a longer route. Key Vocabulary: algorithm, coding, computer bug, command, debugging, direction	<u>Key Vocabulary:</u> abstract, composition, curator, design, design brief, evaluate, felt, fibre, gallery, imaginary, inspired, landmarks, mosaic, overlap, pattern, shape, stained glass, texture, viewfinder

<u>Spelling</u>	<u>English</u>	<u>Maths</u>
See separate spelling sheet.	<u>Spoken language:</u> • Listen and respond • Build vocabulary • Give well-structured descriptions, explanations and narratives • Participate in discussions, presentations, performances, role play, improvisations and debates <u>Reading comprehension:</u> • Discuss the sequence of events in books and how items of information are related • Make inferences on the basis of what is being said and done • Answer and ask questions • Predict what might happen on the basis of what has been read so far • Participate in discussion about books, poems and other works • Explain and discuss their understanding of books, poems and other material <u>Writing composition:</u> • Write narratives about personal experiences and those of others (real and fictional) • Write down ideas, key words, new vocabulary • Encapsulate what is to be written, sentence by sentence • Make simple additions, revisions and corrections (greater depth only) • Evaluate writing with the teacher and other pupils • Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently • Proof-read to check for errors in spelling, grammar and punctuation • Plan or say out loud what is going to be written about	<u>Number and Place Value – 2 weeks</u> • recognise the place value of each digit in a two-digit number (10s, 1s) • identify, represent and estimate numbers using different representations, including the number line • read and write numbers to at least 100 in numerals and in words • count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward • compare and order numbers from 0 up to 100; use <, > and = signs • use place value and number facts to solve problems <u>Addition and Subtraction – 2 weeks</u> • 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 1s • a two-digit number and 10s • 2 two-digit numbers • adding 3 one-digit numbers • show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot <u>Statistics – 2 weeks</u> • interpret and construct simple pictograms, tally charts, block diagrams and 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 <u>Times table focus –</u> 10 x table