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 2.

Class Teacher: Miss Harrison	**Teaching Assistants:** Mrs Sams Mrs Rene Mrs Griffiths		
Parent Share Sessions: TBC	**End Product:** Presentation on whether they would like to live in a hot or cold place	**Planned Trips/Visitors:** N/A	**Homework:** Spellings weekly Reading daily Times tables practise 10 x table

Medium Term Plan- Year 2- Autumn 1

Grab: Continents song **End Product:** Presentation on whether they would like to live in a hot or cold place **Trip:** N/A

Geography: Would you prefer to live in a hot or cold place?	R.E. Who is a Muslim and how do they live?	Science-Microhabitats-Kapow
Key Knowledge • To know some similarities and differences between their local area and a contrasting non European country. • To know that the Equator is an imaginary line around the middle of the Earth. • To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles. • To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. • To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place. • To be able to name the seven continents of the world. • To know that a globe is a spherical model of the Earth. • To begin to recognise world maps as a flattened globe. **Key Vocabulary:** arid, climate, compass, continent, country, desert, Equator, globe, grasslands, human feature, ice sheet, land, locate, map, mild, ocean, pack ice, physical feature, polar, rain gauge, rainforest, rural, savannah, sea, temperate, temperature, thermometer, tropical, urban, vegetation, weather	**Make sense of belief:** • Recognise the words of the Shahadah and that it is very important for Muslims • Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean • Give examples of how stories about the Prophet show what Muslims believe about Muhammad **Understand the impact:** • Give examples of how Muslims use the Shahadah to show what matters to them • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • Give examples of how Muslims put their beliefs about prayer into action **Make connections:** • Think, talk about and ask questions about Muslim beliefs and ways of living • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too	**Key Knowledge** • A variety of plants and animals and describe some differences. • A habitat is the environment where an animal or plant lives/grows because it provides what they need to survive. • A microhabitat is a very small habitat (e.g. under stones, logs and leaf litter). • That living things depend upon each other (e.g. for food or shelter) **Key Vocabulary:** food chain, microhabitat, minibeast, research, results, test

PE Gymnastics-Get Set for PE

- Perform gymnastic shapes and link them together
- Use shapes to create balances
- Explore travelling actions, directions and levels
- Link travelling actions and balances using apparatus
- Demonstrate different shapes, take off and landings when performing jumps
- Develop rolling and sequence building
- Develop exploring apparatus
- Develop sequence work on apparatus

PSHE-Celebrating Difference-Jigsaw

Key Knowledge

- I understand that sometimes people make assumptions about boys and girls.
- I understand that bullying is sometimes about difference.
- I recognise right from wrong and know how to look after myself.
- I understand that it's ok to be different from other people and to be friends with them
- I can tell you some ways I am different from my friend.

Design Technology: Baby Bear's Chair-Kapow

Key Knowledge

- To know that shapes and structures with wide, flat bases or legs are the most stable.
- To understand that the shape of a structure affects its strength.
- To know that materials can be manipulated to improve strength and stiffness.
- To know that a structure is something which has been formed or made from parts.
- To know that a 'stable' structure is one which is firmly fixed and unlikely to change or move.
- To know that a 'strong' structure is one which does not break easily.
- To know that a 'stiff' structure or material is one which does not bend easily.

Key Vocabulary: design criteria, man-made, natural, properties, structure, stable, shape, model, test

Music-Instruments-Musical Story Telling-Kapow

Key Knowledge

- Sections of music can be described as fast or slow and the meaning of these terms.
- Sections of music can be described as loud, quiet or silent and the meaning of these terms.
- Sounds within music can be described as high or low sounds and the meaning of these terms.
- Recognise and name up to three instruments from Group A and B.

Key Vocabulary: dynamics, encore, instrumental sound, sound effect, tempo

Computing Unit: Creating Pictures-Purple Mash

Key Knowledge

- To create a digital art piece in an Impressionist style.
- To create a digital art piece in a Pointillism style.
- To create a digital art piece that is in the style or Piet Mondrian's work.
- To create digital art patterns in the style of the Arts and Crafts movement.
- To create a portfolio of digital art.

Key Vocabulary: arts and craft, import, palette, De Stijl, digital portfolio, fill tool, image picker, import, Impressionism, outline, palette, Pointillism, repeating pattern, resize

Spelling	English	Maths

Refer to spellings sheet sent home on the 6.11.26.	**Spoken language:**
	• Listen and respond
	• Ask relevant questions
	• Build vocabulary
	• Maintain attention and participate actively in collaborative conversations
	
	Reading comprehension:
	• Discuss the sequence of events in books and how items of information are related
	• Read non-fiction books that are structured in different ways
	• Draw on what is already known or on background information and vocabulary provided by the teacher
	• Make inferences on the basis of what is being said and done
	• Answer and ask questions
	• Participate in discussion about books, poems and other works
	• Explain and discuss their understanding of books, poems and other material
	
	Writing composition:
	• Write for different purposes
	• Make simple additions, revisions and corrections (greater depth only)
	• Evaluate writing with the teacher and other pupils
	• Proof-read to check for errors in spelling, grammar and punctuation
	• Read aloud with intonation
		Multiplication and Division – 2 weeks
		• recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables
		• calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs
		• show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot
		• recognise odd and even numbers
		• solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
		
		Addition and subtraction – 2 weeks
		
		• 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
		• recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems
		
		Fractions – 2 weeks
		• recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
		
		write simple fractions, for example $\frac{1}{2}$ of 6 =3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$
		
		Times table focus – 10 x table