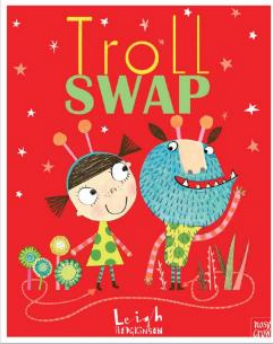


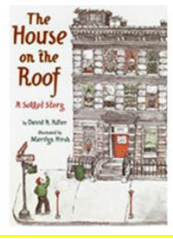
Year 2	Term: Autumn 1		Topic: Time Travellers: Come fly with me!		
Subject	National Curriculum statements	Key texts & web links	Knowledge We know...	Skills We are able to...	Outcome/s Exit Point
English	Fiction: Story with character focus				
	Word Aware Words: noun, statement, question, adjective, verb, tense (past, present)				
	Spoken language: Listen and respond Build vocabulary Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates Reading comprehension: 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 Writing composition: 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.	 Troll Swap by Leigh Hodgkinson Pathways to Write	Understand the language and use phrases from story. Know who the character is in a story and create and describe characters. Know where the setting is in a story and create and describe settings. Understand and use past tense consistently and correctly. Know what it means to write in 3rd person. Understand a narrative has a sequence of events with beginning, middle and end.	Gateway keys: Combine words to make sentences. Join words and clauses using and. Sequence sentences to form short narratives. Leave spaces between words. Mastery keys: Use punctuation correctly – full stops, capital letters. Use expanded noun phrases to describe and specify Use subordination (because) and coordination (and)	Expected writing outcome: To write a story based upon the model text using the pupils' ideas for characters Greater depth writing outcome: To write a story about any two contrasting characters who swap places
Maths	Number: Place Value, Addition and Subtraction				
	Word Aware Words: equal to, greater than, less than, most, least, tens, ones				
	Place Value:	White Rose Year 2 Autumn Block 1 and 2	Ready to progress criteria: Place Value: Recognise tens and ones		

	- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward - read and write numbers to at least 100 in numerals and in words - Identify, represent and estimate numbers using different representations, including the number line - Recognise the place value of each digit in a two-digit number (tens, ones) - Compare and order numbers from 0 up to 100; use <, > and = signs - Use place value and number facts to solve problems Addition and Subtraction: - 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 - 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		Use a place value chart Partition numbers to 100 Flexibly partition numbers to 100 Write numbers in expanded form 10s on the number line to 100 10s and 1s on the number line to 100 Estimate numbers on the number line
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Topic	The Big Question: Why were the Wright Brothers important?				
History Science DT Computing	Word Aware Words: now, past, before, after, flight, plane, engine, propeller, pilot				
	History: events in the past Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements. Science: Materials Identify and compare the suitability of a variety of everyday materials, including wood, metal,	Paper Planes by Jim Helmor 	History: Know who the Wright brothers are and what they did Understand how events from the past impact the world today Science: Know that different materials have different	History: Understand and use the words past and present when telling others about an event. Projects: Presentation on the Wright Brothers (History) Test which materials is best for a paper aeroplane (Science) Use mechanisms (wheels & axle) to	

	plastic, glass, brick, rock, paper and cardboard for particular uses Working Scientifically Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions. DT: wheels and axels Design Design purposeful, functional, appealing products for themselves and other users based on design criteria Make Select from and use a range of tools and equipment to perform practical tasks Evaluate Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria Technical knowledge Build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms in their products. Computing: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. use technology safely and respectfully Online safety included within the Behaviour Curriculum	The Wright brothers (including pictures of the brothers & flight) https://www.youtube.com/watch?v=Qt3pry6cWJM The story of the Wright brothers (animated): https://www.youtube.com/watch?v=E9XpdUS9VhM The first flight (animated) https://www.youtube.com/watch?v=vRXfV4aFDEE The first flight (real footage) https://www.youtube.com/watch?v=-kjRL-Q-KBc Read aloud story of the Wright brothers: https://www.youtube.com/watch?v=I_Jzd-Kx0Gk Information on the Wright brothers: https://kids.nationalgeographic.com/history/article/wright-brothers	properties and different uses Know the properties of paper, cardboard, tin foil and plastic. Know that a fair test is a scientific experiment where you make sure that only one thing is being tested at a time. This means keeping everything else the same. It's like having a race where all the runners start at the same point. This makes it fair DT: Know that an axle is the rod that passes through the centre of a wheel, allowing it to spin. Know that a wheel is a circular, flat object that can spin around a central point. Computing: Understand how films can be created using multiple media types. Understand that films is a way of sharing information. Know that using apps such as iMovie can enable editing and reordering of content.	Use a timeline to place important events. Know how to use books, and pictures, stories, eyewitness accounts, pictures, photographs, artefacts and the internet to find out about the past. Science: Identify and compare the suitability of a variety of everyday materials for making the best paper aeroplane Make a prediction Observe what happens DT: Explore and use mechanisms (wheels and axles), to design, make and evaluate a flying machine Computing: Insert photos and videos to create a film Insert text into iMovie Voice record on iMovie Reorganise content on iMovie to create a film	make a flying machine (DT) Double Page Spread: Why were the Wright Brothers important?
PSHE	Citizenship				
	Word Aware Words: environment, identity, job, opinion, rule, volunteer				

	British values: Rule of law, Mutual respect, Tolerance of those of different faiths and beliefs, Democracy, Individual liberty	Kapow Primary Citizenship  Lessons 1,3,4,5	- To know some of the different places where rules apply. - To know that some rules are made to be followed by everyone and are known as 'laws'. - To know some of the jobs people do to look after the environment in school and the local community. - To understand how democracy works in school through the school council. - To understand that everyone has similarities and differences.	- Explaining why rules are in place. - Identifying positives and negatives about the school environment. - Learning how to discuss issues of concern to me. - Recognising the importance of looking after the school environment. - Identifying ways to help look after the school environment. - Recognising the contribution people make to the local community.	- Recognise that different rules apply in different situations. - Explain what makes a good school environment. - Recognise that everyone in school has a responsibility to maintain the school environment. - Identify some jobs that people do to keep the local area pleasant. - Explain that differences should be respected. - Share their opinions on things that matter.
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RE	The Ultimate Question: How do people celebrate Harvest?			
	Word Aware Words: Christian, Harvest, God, thankful, Jew, Judaism, Sukkot, Sukkah, Sikh, Sikhism, Baisakhi			
	Peterborough Agreed Syllabus - End of Y2 outcomes: PT1 - Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions. Begin to name the different beliefs and practices of Christianity. PT1 - Begin to understand what it looks like to be a person of faith. PT1 - Pupils begin to use key words and vocabulary related to Christianity and at least one other religion. PT2 - Talk about and find meanings behind different beliefs and practices.	Sukkot: The house of the Roof by David Adler 	- Know why Christians celebrate Harvest, Jews celebrate Sukkot and Sikhs celebrate Baisakhi. - Name some of the practices linked to these festivals (e.g. making a Sukkah for Sukkot).	Make a Sukkah Make Baisakhi decorations

	PT2 - Ask and respond to questions about what individuals and faith communities do.			
Music	Instruments: Musical story telling			
	Word Aware Words: dynamics, encore, instrumental sound, sound effect, tempo			
	- Use voices expressively and creatively by singing songs. - Experiment with, create, select and combine sounds using the inter-related dimensions of music - Pulse and Rhythm. - Play tuned and untuned instruments musically.	Kapow Primary Instruments  Ocarinas	Know sections of music can be described as fast or slow and the meaning of these terms. Know sections of music can be described as loud, quiet or silent and the meaning of these terms. Know sounds within music can be described as high or low sounds and the meaning of these terms.	- To recognise and name instruments - Identify some common instruments when listening to music. - Start to understand how to produce different sounds on pitched instruments. - Use instruments imaginatively to create soundscapes which convey a sense of place. - Work collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. Perform confidently using appropriate instrumental sounds.
Year 2 PE	Games: Fundamentals			
	Word Aware Words: dribble, pathway, pace, avoid			
	- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities - Participate in team games, developing simple tactics for attacking and defending	Premier Sports Coach	Understand rules to be safe Know why we need to move away from the defender quickly. Introduce avoid/chase	- Travel in different directions, using different pathways and change pace. - Move in different ways with an object that is not static – dribbling/ bouncing. - Play team games using learnt skills.
	Dance			
	Word Aware Words: shape, pathway, pace, action, unison			

	• Perform dances using simple movement patterns.		• Make different shapes using bodies. • Create different pathways when travelling. • Change the pace of movements. • Combine actions together to create a movement phrase to show a journey.	Combine actions together into a short movement phrase.
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