



Half term plan 2017

Teacher: Mrs O'Malley
Date: Autumn 1

Year group: 2

Topic : Amazing Adventures around the World!

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| <p>Literacy Objectives</p> <p>Unit 1: Fiction</p> <p>Explore the theme of family relationships and how a character's feelings can change throughout a story.</p> <p>Reading:</p> <ul style="list-style-type: none">• To connect and explore the theme of family relationships.• To explore characters' feelings and how they reflect character development.• To look at how thoughts and dialogue are used to show characters feelings. <p>Writing:</p> <ul style="list-style-type: none">• To write a new story about friendship <p>Grammar:</p> <ul style="list-style-type: none">• Using capital letters at the beginning of sentences and for names. <p>Non-fiction:</p> <p>Explore the theme of family relationships in the animal world, beginning with information about how animals care for their young and then looking at explanations of life cycles.</p> <p>Reading:</p> <ul style="list-style-type: none">• To think about why we read explanatory texts. | <p>Numeracy Objectives</p> <p>To know what each digit in a 2 digit number represents</p> <p>To compare numbers up to 50 using the greater than > and less than < symbols</p> <p>To read and write numbers to 50</p> <p>To solve problems about place value</p> <p>To add two numbers in any order</p> <p>To recall and use addition and subtraction facts to 20</p> <p>To use addition to check the answer to subtraction</p> <p>To use subtraction to check the answer to addition</p> <p>To understand subtraction as both take away and difference</p> <p>To name 2 D shapes</p> <p>To find shapes with a vertical line of symmetry</p> <p>To draw common 2D shapes with a ruler</p> <p>To sort shapes by comparing them</p> <p>To use patterns of similar calculations</p> <p>To add a 1 digit number to a multiple of 10</p> <p>To subtract a 1 digit number from a multiple of 10</p> <p>To solve missing number problems involving addition</p> <p>To solve missing number problems involving subtraction</p> |
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| <ul style="list-style-type: none"> • To notice how explanatory text are structured. • To identify how adverbs of time are used to order information. • To understand why glossaries are useful. <p>Writing:</p> <ul style="list-style-type: none"> • To write an explanation of a frog's life cycle. <p>Grammar:</p> <ul style="list-style-type: none"> • Includes conjunctions to link ideas in the same sentence. • Includes adverbs of time to structure the text clearly. <p>Homophones Alliteration Riddles</p> | <p>To measure length To estimate height and width To measure and compare lengths and record using <, > or =</p> |
| <p>Science Objectives The Apprentice Gardener</p> <p>To identify which seeds will grow into which types of plants To observe and describe how seeds and bulbs grow into mature plants, and find out and describe how plants need water, light and a suitable temperature to grow and to stay healthy</p> | <p>ICT objectives Programming – Espresso Coding Year 2</p> <p>Programming/Computer Science To Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>To Create and debug simple programs</p> <p>To Use logical reasoning to predict the behaviour of simple programs</p> |
| <p>Art objectives Mix secondary colours To draw objects real and imagined</p> | <p>P.E objectives Gymnastics</p> |

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| <p>To use different thickness of brushes</p> | <p>Gy7 Perform basic gymnastic actions with control and coordination (8a,b) Gy8 Repeat a sequence of gymnastic actions incorporating smooth transitions and stillness (8c) Gy9 Create and perform a short sequence with clear beginning, middle and end, then adapt to include apparatus and/or partner (8c,d) Gy10 Describe the differences in the way their body works and feels when performing gymnastics (4b) Gy11 Handle apparatus safely and recognise risks involved (8a) Gy12 Use appropriate language to accurately describe a gymnastic sequence, choosing one aspect and say how to improve it (3a,b,c)</p> |
| <p>History The Bible & its stories</p> | <p>Geography Continents and oceans</p> <p>To name and locate the world's 7 continents and 5 oceans To use basic geographical vocabulary to refer to key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather To use basic geographical vocabulary for key human features: city, town, village, factory, farm, house, office, port, harbour and shop To use world maps, atlases and globes to identify the UK as well as continents and oceans. To identify hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>To Follow directions and use North, South East, West To Draw maps with agreed symbols</p> |
| <p>French (KS2) N/A</p> | <p>DT</p> |

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| | To use simple paper weaving |
| <p>Music</p> <p>Bubbles Music Whatever the Weather</p> <p>Unit 1:</p> <p>Mu10 Begin to sing in tune with expression and control</p> <p>Mu11 Recall, perform and accompany simple songs, sequences and rhythmic patterns</p> <p>Mu12 play instruments with expression and control, listening and observing carefully</p> <p>Mu13 identify the beat and join in getting faster and slower together</p> <p>Mu14 Perform long and short sounds in music in response to symbols</p> <p>Mu18 Recognise and explore how sounds can be organised</p> | <p>R.E</p> <ol style="list-style-type: none"> 1. Transition- Class prayer book 2. Increasing pupils' awareness and understanding of the importance of the Bible. – Look at the bible – discuss special books 3. Developing knowledge of which stories can be found in which Testament of the Bible.- look at selection of stories from old/new testament – role play recreations 4. Introducing the idea of the Bible as a library in one book.- discuss different books within bible 5. Understanding that the Bible can be found worldwide and has been translated into many languages. 6. The work of the Gideons and Bible Society. 7. The story of Mary Jones and her Bible. <p>Harvest</p> |
| <p>PSCHE (circle time)</p> <p>To understand that they belong to various groups and communities such as family and school</p> <p>To help construct, and agree to follow, group and class rules and to understand how these rules help them</p> <p>To understand that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)</p> <p>To understand that they belong to various groups and communities such as family and school</p> | <p>Dance/ Drama</p> <p>Link to literacy</p> |
| Visits/visitors | Enrichment Activities/ Topic Days/ Role-play |

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