

## History— Geography

- Know stories about a range of people who have lived in a variety of cultures in the past
- Know about a range of events that have happened in the past
- Be able to ask and answer questions about the past
- Be able to use key words and phrases relating to the passing of time
- Be able to order events and objects into a sequence
- Be able to identify differences between their own lives and those of people who have lived in the past
- Be able to find out about aspects of the past from a range of sources of Information
- Be able to communicate their historical knowledge and understanding in a variety of ways
- Understand that events and people's actions have causes and effects
- Understand that the past is represented in a variety of ways
- Be able to use key words and phrases relating to the passing of time
- Be able to order events and objects into a sequence
- Be able to find out about aspects of the past from a range of sources of information
- Understand that events and people's actions have causes and effects
- Know stories about a range of people who have lived in a variety of cultures in the past
- Be able to use secondary sources to obtain simple geographical information

## Maths

- 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.
- 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
- Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

## Science

- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Asking simple questions and recognising that they can be answered in different ways
- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Performing simple tests Identifying and classifying
- Using observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions
  - Be able, with help, to gather information from simple texts
- Know the names and properties of a range of materials
- Know about the uses of different materials
- Be able to describe similarities and differences between materials

# Year 2 Time Detectives Autumn Term 2

## ART/ DT:

- To use a range of materials creatively to design and make products
- To create sketch books to record their observations and use them to review and revisit ideas
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Look at 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.

## OTHER AREAS OF LEARNING:

Computing— We are detectives

Music— Timbre, tempo and dynamics / learning about famous composers

R.E— How can we make good choices?

PE—we will develop our gymnastics and games skills.

Spanish—counting, colours, greetings and numbers

International— now about some of the similarities and differences between the lives of children in the different home countries and in the host country

## PERFORMING ARTS:

Artis Specialists will use performing arts to enhance our learning in all areas.— introducing

## English

Reading—Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Discussing the sequence of events in books and how items of information are related
- Being introduced to non-fiction books that are structured in different ways
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- Discussing the children's favourite words and phrases
- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Checking that the text makes sense as they read
- Making inferences on the basis of what is being said and done
- Answering and asking questions
- Predicting what might happen on the basis of what has been read so far
- Explain and discuss understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read accurately words of two or more syllables that contain the same graphemes as above
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered

Writing

Develop children's understanding of the concepts set out in English Appendix 2 by:

- Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- Learn how to use: - sentences with different forms: statement, question, exclamation, command
- Expanded noun phrases to describe and specify [for example, the blue butterfly]
- 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)

Develop positive attitudes towards and stamina for writing by:

- Writing narratives about personal experiences and those of others (real and fictional)
- Writing for different purposes
- Planning or saying out loud what the children are going to write about
- Writing down ideas and/or key words, including new vocabulary
- Encapsulating what the children want to say, sentence by sentence
- Make simple additions, revisions and corrections to their own writing by: Evaluating children's writing with the teacher and other pupils

