



# YEAR TWO (2) AUTUMN ONE – WHAT WILL YOUR CHILD LEARN THIS HALF TERM?

## ENGLISH

### Key Question:

*Why is it important to understand how a character feels in a story?*

**Core Texts:** Jack and the Beanstalk and Jim and the Beanstalk

- Analyse and make predictions about characters in a story.
- Answer questions about the stories "Jack and the Beanstalk" and the "Jim and the Beanstalk".
- Consider the thoughts and speech of a character.
- Identify the main events of a story.
- Summarize, make inferences and text-to-text connections.
- Plan, write character profiles; and compare and contrast the characters in two stories.
- Plan and write a new ending to a fairy-tale.
- Edit our work for noun phrases and check sentences for meaning.

### Grammar

- Correctly use capital letters.
- use end punctuations for types of sentences.
- Identify and use proper and common nouns.
- Use time and co-ordinating conjunctions.
- Correctly recognise and use adjectives to make noun phrases

## MATHEMATICS

### Number, Place value and Calculations

Count forwards and backwards to 100.

- Read and write numbers to 100 in numerals and words.
- Representing numbers to 100 using objects and pictures.
- Identify the number that is one more or one less within 100.
- Identify the number that comes between two numbers within 100.
- Identify the number that is ten more/ less than a given number within 100 (use the 100 squares to support).
- Reason about numbers e.g. What is wrong with this sequence of numbers? 51, 50, 49, 47, 46. How do you know?
- Recognise the place value of each digit in a two-digit number.
- Partition two-digit numbers into tens and ones/units e.g.  $34 = 30 + 4$  Solve missing number problems using knowledge of place value e.g.  $+ 6 = 36$
- Add and subtract two digits' numbers using concrete objects, pictorial representations, and mentally.
- To add one and two-digit number with and without renaming.
- To solve reasoning problems for 2 digit numbers for addition and continued into Autumn 2.

## SCIENCE

### Key Question:

*How does sound affect our lives?*

- To understand that sound is caused by vibrations.
- To understand that the ear is an organ responsible for hearing sound.
- Conduct a survey to find out the different sounds in my environment.
- Classify sounds in different groups.
- To find out how sound is measured.
- To understand that our lives can be affected by sounds around us.
- To find out the importance of sound.
- To design an experiment to test what materials are best at muffling sound (stopping sound waves)
- To create instruments for making pleasant sounds.

### Skills

- Performing simple tests.
- identifying and classifying, using their observations and ideas to suggest answers to questions asked.
- identify how sounds are made, associating some of them with something vibrating.
- gathering and recording data to help in answering questions.
- infer that vibrations from sounds travel through a medium to the ear.

## GEOGRAPHY

### Key Question:

*If buildings could speak what would they say?*

- Find out where we are in the world.
- Identify where I live in the local area.
- Explore the town I live in and other surrounding towns.
- Explore how to make my local area a better place to live.
- Explore the physical and human features of Hayes and Uxbridge.
- Explore the different types of housing in my local area.
- Identify different types of services in the local area.
- Collect and record evidence.
- Explore how my local area has changed over the years.
- Evaluate what my local area is like.
- Explore ways we can improve our local area.
- Identify the features of the buildings in Hayes and be able their age, appearance and purpose.
- Plot a route and landmarks on a map drawing their own simple maps to show where buildings and other places of interest created by humans are.

## RELIGIOUS EDUCATION

### Key Question:

*Who is a Muslim and what do they believe?*

- Find out about Muslims and their religious beliefs.
- Explain where Islam was founded and who founded the Muslim faith.
- Explore the life of the prophet Muhammad.
- Explain the key beliefs held by Muslims.
- Explain the key features in a Muslim's place of worship.
- Name and explain the key Muslim festivals.
- Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- Notice and respond sensitively to some similarities between different religions and worldviews.

## PSHE

### Key Focus:

*New Beginnings*

**Mental Health, Emotional Wellbeing and Feelings**

- Having a good mental health and well being
- Feelings and emotions.
- The 6Rs.
- Class rules and behaviour expectations.
- Understanding the Zones of Regulation and demonstrate the behaviours of my ideal zone.
- Learn about things that help people feel good.
- Explore tools for calming.
- Setting goals: identify what they are good at, what they like and dislike.
- Identify feelings associated with mental health.
- Learn how to maintain good mental health.
- Learn about respecting the differences and similarities between people.

## DESIGN AND TECHNOLOGY

### Key Focus:

**Design and make a model of a children's playground in a shopping centre-** Linked to Geography Unit on Uxbridge.

- Explore and discuss various different playground equipment and the materials used to make it.
- Draw, label and describe playground equipment.
- Explore how different playground equipment is made and the safety aspects involved with them.
- Experiment with different materials to make different models of playground equipment, checking the strength and sturdiness of them.
- Explore different ways of joining and strengthening materials to create pieces of playground equipment.
- Work collectively to create and combine finished products to create the model of a playground in a shopping centre.
- Evaluate the playground model and state what is liked and how it can be improved.

## PHYSICAL EDUCATION

### Key Question:

*How can I use the skills I learnt in gymnastic to perform for an audience?*

Demonstrate and understand how to do:

- different activities to keep active.
- basic gymnastic moves. (Straight, pike, tuck, straddle, star, dish)
- different rolls. (log, curled side, teddy bear, rocking for forward, crouched forward)
- different jumps. (straight, tuck, jumping jack, half turn, cat spring, cat spring to straddle)
- handstands, cartwheels and round-offs. (bunny hop, front support, wheelbarrow with partner, T-lever, scissors kick)
- Perform travelling and linking actions. (tiptoe, step, jump and hop, hopscotch, skipping, galloping, straight jump, half-turn)