

# Our Year 2 Autumn Term 1 Learning Journey – 8 weeks

## The Big Picture - An overview of this term's knowledge and skills; outlining curriculum principles, opportunities for cross curricular links and celebrating our learning

<p><b>Collective Worship focus: Thankfulness</b> We will be focusing on thankfulness and thinking about how we can be thankful for God's creation, thankful for each other and giving thanks when things are difficult.</p>	<p><b>British Values and PSHE</b> We understand right from wrong. Respectful relationships Helping others</p>	<p><b>Forces for Positive Change</b> Learning has a clear purpose and relevance to our lives and environment; children are inspired to have an impact on the world and become forces for positive change.</p>	<p><b>Values and Ethos</b> Emotional Intelligence; Love for learning and collaboration; Care for the environment and community; Developing resilience when faced with new challenges using 'I can't do it as yet'</p>
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**Big Bang:**  
Lorax Hook

**Trips:**  
Hilly Fields, Local Area

**Celebration:**  
Archangel Day

**Year 2**

**Computing:**  
In this unit, children learn about how what they do online leaves a trail called a digital footprint. They will look at how to improve the efficiency of their online searches, the types of websites that are best for children to access when looking for information, as well as how to identify inappropriate content and the actions they should take if they do. Children will be introduced to the term 'cyberbullying' and look at how they should communicate online and deal with instances of people being unkind via digital means.

**Art/ D&T:**  
Children will create art work in the form of collage related to the Lorax.

**RE: Why should we listen to and remember the stories Jesus told?**  
The children will learn about what a parable is. They will retell some parables and discuss the message/moral behind them.

**Geography: KQ: What is in my local area?**

- Use aerial photographs and plan perspectives to recognise: landmarks and basic human and physical features
- use basic geographical vocabulary to refer to:  
-key physical features, including: soil, vegetation, season and weather,  
-key human features, including: city house, office, shop
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- devise a simple map; and use and construct basic symbols in a **key**
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
- Use simple compass directions (North, South, East and West).

**Maths:**  
Place Value

- count in steps of 2, 3, 5 and 10
- count forwards and backwards in tens from any number
- know place value of each digit in a 2-digit number
- identify, represent and estimate numbers, using different representations, including the number line.
- order and compare numbers using the <, > and = signs from 0 up to 100.
- read and write numbers to at least 100 in numerals and words.
- use place value and number facts to solve problems.
- recall + and - facts to 20 fluently and use these to find related facts to 100.

**Music:**  
Children will learn about rhythm and beats in music. They will use musical language to discuss songs.

**PE:**  
Children will be practicing throwing and catching skills and applying it in Football and Basket ball

In Indoor PE children will be creating sequences of dance movements in small groups linked to the Nutcracker.

**English**  
Lorax – Sustainability

- Formal letter writing to persuade

**Core Text: There's a Rang-Tan in my bedroom, Clean up and Dear Earth**

**Fiction**

- Write a story using expanded noun phrases, similes
- Write a letter
- Write a story
- Poems

**Spellings**  
Learning the year 2 common exception words and spelling rules and phase 5 phonics review

**Handwriting:** practice a letter a day using cursive script

**Science:**  
Children will be learning about plants. They will observe and describe how seeds and bulbs grow into mature plants. They will find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Children will be observing and recording the growth of a variety of plants as they change over time from a seed or bulb, setting up a comparative test to show plants need light and water to stay healthy.