

# Our Year 2 Autumn Term 1 Learning Journey – 6 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

### Bible Basis

**Love your neighbour as yourself. There is no commandment greater than these. Mark 12:31**  
**Big Questions:** Have you ever been generous? When has your generosity served to help future generations

### British Values and PSHE

We understand right from wrong.  
 Respectful relationships  
 Helping others

### Leaders of Tomorrow

Learning has a clear purpose and relevance to our lives and environment; children are inspired to have an impact on the world and become Leaders

### Values and Ethos

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'

### Big Bang:

### Trip:

Hilly Fields and St Michael's Church

### Celebration:

Hilly Fields looking around us

## Year 2

## The World Around Us

### RE: What symbols do you find at a wedding?

The children will learn about what it means to be part of a community. Children will understand the difference between a civil wedding and a Christian wedding. Children will look at different traditions in different religions. They will visit St Michael's church to see what a wedding is like.

### 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:

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

#### Fiction

- Write a story using expanded noun phrases, similes
- Write a letter
- Write a diary entry
- Write a non-fiction report about Earth

#### Spellings

Learning the year 2 common exception words and spelling rules

### Science:

Children should be taught to:

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including microhabitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

### 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 related to RE project.