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| <p><u>History</u></p> <ul style="list-style-type: none"> Recall events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]. Recall the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. | <p style="text-align: center;">Year 2 Autumn Term 2 Topic: Bright Lights, Big City</p>  <p><u>PE</u> Invasion Games</p> <ul style="list-style-type: none"> Participate in team games, developing simple tactics for attacking and defending. <p>Dance</p> <ul style="list-style-type: none"> Perform dances using simple movement patterns. | <p><u>Computing</u> Unit 2.2 – Online Safety</p> <ul style="list-style-type: none"> Use technology safely and respectfully, keeping personal information private; identify when to go for help and support when they have concerns about content or contact on the internet or other online technologies. <p>Unit 2.3 – Spreadsheets</p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. |
| <p><u>Geography</u></p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> -Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; -Key human features, including: city, town, village, factory, farm, house, office, port, harbour and 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. Aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. | | <p><u>RE</u> Mysteries</p> <ul style="list-style-type: none"> Know that there are mysteries. Reflect on mysteries. Reflect on heaven and what it is like. Reflect on the mystery of the Trinity. Know that there are three persons in one God. Know that we can think about God in different ways. Know that God is Father, Son and Holy Spirit. Know the story of the Annunciation to Mary. |
| <p><u>Art & Design</u></p> <ul style="list-style-type: none"> Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. | <p><u>Science</u> Use of Everyday Materials</p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | |
| <p><u>Design & Technology</u></p> <ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes. Cut, peel or grate ingredients safely and hygienically. Measure or weigh using measuring cups or electronic scales. Assemble or cook ingredients. Evaluate their ideas and products against design criteria. | | |

Maths

Addition and Subtraction

- Subtract across a 10
- Subtract from a 10
- Subtract a 1-digit number from a 2-digit number (across a 10)
- Find 10 more and 10 less
- Add and subtract 10s
- Add two 2-digit numbers (not across a 10)
- Add two 2-digit numbers (across a 10)
- Subtract two 2-digit numbers (not across a 10)
- Subtract two 2-digit numbers (across a 10)
- Mixed addition and subtraction
- Compare number sentences
- Missing number problems

Shape

- Recognise 2D and 3D shapes
- Count sides on 2D shapes
- Count vertices on 2D shapes
- Draw 2D shapes
- Lines of symmetry on 2D shapes
- Use lines of symmetry to complete shapes
- Sort 2D shapes
- Count faces on 3D shapes
- Count edges on 3D shapes
- Count vertices on 3D shapes
- Sort 3D shapes
- Make patterns with 2D and 3D shapes

English

Fiction

Traditional Tales

Text- *Little Red* by David Roberts

- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name].
- Subordination (using when, if, that, because) and co-ordination (using or, and, but).
- Correct choice and consistent use of past tense throughout writing.
- Expanded noun phrases for description and specification.
- Terminology to be recapped: noun, noun phrase, expanded noun phrase, verb, adjective, tense (past).
- Terminology to be introduced: suffix, adverb, apostrophe.

PSHE

Fairness

- Understand the difference between right and wrong
- I can recognise how my behaviour affects other people
- I can recognise right and wrong
- I can recognise how my behaviour and that of others may influence people both positively and negatively
- I can self-assess, understanding how this will help my future actions

Emotions

- Understand that all actions have consequences
- I can take responsibility for our actions
- I can learn from experiences
- I can recognise what is right and wrong and how behaviour affects other people
- I can recognise, name and manage their feelings in a positive way
- I can listen to, reflect on and respect other people's views and feelings
- Think about themselves, learn from experiences and recognise what they are good at
- Recognise choices that they can make and value their achievements
- How to set simple goals and targets for themselves
- I can recognise what I am good at
- I can make positive real-life choices
- I can recognise my strengths and how I can contribute to different groups

- I can set goals, prioritise and manage time and resources, understanding how this will help their future actions

Communication

- Recognise the importance of listening to other people
- Understand the importance of being able to work cooperatively
- Understand the concept of negotiation
- I can recognise, name and manage my feelings in a positive way
- I can share my opinions on things that matter to me
- I can listen to and show consideration for other people's views
- I can listen to, reflect on and respect other people's views and feelings
- I can negotiate and present my own views
- Recognise the importance of listening to other people
- Understand the importance of being able to play and work cooperative
- I can reflect on the similarities and differences between people
- I can identify and talk about their own and others' strengths and weaknesses and how to improve
- I can work and play independently and in groups, showing sensitivity to others
- I can work independently and in groups, taking on different roles and collaborating towards common goals
- To take part in a simple debate about topical issues
- Communicate their feelings to others
- Share opinions and explain their views
- Listen to other people and work co-operatively
- I can reflect on the similarities and differences between people
- I can work independently and in groups, taking on different roles and collaborating towards common goals
- I can take turns and share as appropriate