

Title: Shropshire and Me
Class: Rea
Cycle Year: 2
Term: Autumn
Educational Visits: Hartlebury Castle

- We will develop our English skills through the stimuli of:**
- Instructions for “How to Grow a Unicorn”. (Instructions)
 - An adapted story of “The building boy” by Jill Murphy (narrative)
 - Letter writing based on “Grandma Bird” and then independently to Santa. (letter)
 - A poem “When I am by myself”.
 - A character description in the form of a missing poster based on Beegu by Alexis Deacon. (description)

Please see our writing progression sheets for further guidance.
 Phonics is taught in line with Little Wandle progression. https://stottesdon-school.co.uk/media/40580/programme-overview_reception-and-year-1-1.pdf

Our reading spine texts are:
 Beegu by Alexis Deacon (Pie Corbett reading spine)
 Tuesday by Andy Wiesner (Pie Corbett reading spine)
 Poem: Ning Nang Nong Spike Milligan (resistant texts)
 The building boy Ross Montgomery (complexity of plot/symbol)
 On the Way Home by Jill Murphy
 The Tiger Who Came to Tea by Judith Kerr (complexity of plot/symbol)
 The Little House by Virginia Lee Burton (archaic)
 Voices in the Park by Anthony Brown (Non-Linear Time Sequences) (Complexity of the narrator)
 Not Now Bernard (resistant text)
 I Doko, The Tale of a Basket by Ed Young (complexity of the narrator).
 Please see skills and knowledge in year group assessment grids.

- We will develop our Maths skills through key foci of:**
 Developing the automaticity and fluency of number facts through mastering number.
 In line with the Herts for learning guidance:
- Positional Language and Sequencing (turns, patterns and sequences)
 - Subitising – Leading to More and Fewer
 - Number Magnitude, Estimation and Comparison (equal to, more than, less than, fewer, more, most, least using number lines and other representations)
 - Place Value – Making Ten(s) and Some More
 - Time – Estimating, Sequencing and Comparing (days of the week, months, years and time)
 - Additive Reasoning – the Understanding and Language of Operations
 - Part Whole (number bonds to 20 for year 1 and the inverse relationship between addition and subtraction for year 2)
 - Equality and Comparison
 - Measures – Length, Height and Mass
- Please see skills and knowledge in year group assessment grids.

As scientists we will focus on:
Work scientifically. Pupils will be taught to use the following practical scientific methods, processes and skills within the topics. They will:
Working Scientifically:

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Performing simple tests
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions
- Display results using simple diagrams and writing
- Find out information using secondary sources
- Use appropriate scientific vocabulary in their explanations

- Seasons:**
- Observe changes from Summer to Autumn
 - Observe, describe and investigate “How do bulbs grow and turn into mature plants?” (Observations over time investigations).
 - Observe and describe weather associated with the seasons
 - Observe how day length varies (Observations over time)

- Materials:**
- Distinguish between an object and the material from which it is made
 - Research, identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
 - Describe the simple physical properties of a variety of everyday materials (throughout all investigations)
 - Compare and group together a variety of everyday materials based on their simple physical properties
 - Investigate “Which material will make the best road safety reflector – dull/shiny?” (comparative investigation)
 - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
 - Investigate “Which material will be most suitable for an umbrella? – How can we keep Stotty bear dry?” (comparative investigation)
 - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching (identifying and classifying)

- STEM activity**
- Investigate how washing up liquid makes things clean through a magic milk stem activity (Identifying and classifying investigation)

P.E.
Physical activities and sports development in the areas below (following our progression of skills):

- Multi-skills: bat and ball, throwing and catching games; kicking, passing and dribbling games
 - Dance: response to music; simple patterns; pair, group and unison work (BBC time to move?)
 - Gymnastics: balance, jumps, roll, travel and applying to sequences
- Please see our PE progression skills for further guidance.

- As experts in computing, we will:**
- Explore Online safety (Keeping information private 1.1)
 - Explore Purple Mash (Saving in their own space 1.1)
 - Consider how to search effectively on browsers (2.5)
 - Be Lego builders considering the importance of accurate instructions.
 - We will then correct and write our own simple algorithms (1.4 2 DIY)
 - Explore technology outside school (1.9) Group and sort items on computers (1.2 2DIY)
- Please see computing skills sheets for further guidance.

R.E.
Who do Christians say made the world?
Make sense of belief:
 Retell the story of Creation simply; make connections between this and the Jewish/Muslim creation stories.
 Recognise that Creation is the beginning of the “big story” of the Bible; say what it says about God and the world.
Understand the impact:
 Give at least one example (saying grace before a meal, harvest celebrations) of how Christians say “thank you” to God for Creation.
Making connections:
 Think/talk/ask questions about the world; make connections between the Creation stories and the world they live in.

Why does Christmas matter to Christians?
Make sense of belief:
 Give a clear, simple account of the birth of Jesus and why it is important; recognise that this story comes from the Gospels written about the life of Jesus.
Understand the impact:
 Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas, eg, sending Christmas cards with a Christian theme, lighting a candle for each day in Advent.
Make connections:
 Think/talk/ask questions about Christmas for Christians and those who are not.

PSHE
Personal, Social, Health and Emotional Development (including Relationships and Sex Education). Pupils will have the opportunity to explore:

Being Me in My world	Celebrating Differences
<ul style="list-style-type: none"> • Hopes and fears for the year • Rights and responsibilities • Rewards and consequences • Safe and fair learning environment • Valuing contributions • Choices • Recognising feelings 	<ul style="list-style-type: none"> • Assumptions and stereotypes about gender • Understanding bullying • Standing up for self and others • Making new friends • Gender diversity • Celebrating difference and remaining friends

- As historians we will:**
- Learn that a decade is 10 years and century is 100 years (year 2 only)
 - Remember we have a King called Charles III and know some symbols of monarchy.
 - Learn that many toys today are similar to those played with by grandparents, but some might be different. Examples might include that Some grandparents didn’t have the electronic toys you have today or that toys today are usually made from different materials than in the past.
 - Learn that shops today are usually much bigger than when some grandparents were children
 - Learn that school was different for grandparents, than for children today. Examples might include the subjects are different
 - Learn that the devices people have in their homes today are different to the devices people have had in their homes in the past, for examples ovens, televisions, computers
 - Learn than Historians can learn about the past from talking to people who were alive then

- As geographers we will:**
- Know about the local area including the school and can name and locate key landmarks
 - Locate local landmarks on a map using images or drawings, using a simple key
 - Use observation to recognise a natural environment and describe it using key vocabulary (physical features)
 - Describe a journey in the local area using simple compass directions and locational and directional language and describe the location of features on a map

- As artists we will explore drawing and sketchbooks**
Spirals
 Disciplines: Drawing, Collage, Sketchbooks
 Medium: Graphite stick or soft B pencil, Handwriting Pen, Pastels & Chalk, Paper, (Sketchbook)
 Making Task: Paper, string, elastic bands, glue)
Artists: Molly Haslund
- Draw from my fingertips, my wrist, my elbow, my shoulder, my body.
 - Make a drawing using a continuous line.
 - Draw from observation.
 - Make different marks with soft pencil, a graphite stick and a handwriting pen.
 - Explore how water affects the graphite and pen, use a brush to make new marks.
 - Make choices about which colours.
 - See the work of an artist and listen to how the artist made the work and share how I feel about the work.
 - Talk about what I like in my drawings, and what I would like to try again.

As designers we will focus on the aspect of Structures
Focus: Free Standing Structures
Technical knowledge and understanding

- Know how to make freestanding structures stronger, stiffer and more stable.
- Know and use technical vocabulary relevant to the project.

- Designing**
- Generate ideas based on simple design criteria and their own experiences, explaining what they could make.
 - Develop, model and communicate their ideas through talking, mock-ups and drawings.

- Making**
- Plan by suggesting what to do next.
 - Select and use tools, skills and techniques, explaining their choices.
 - Select new and reclaimed materials and construction kits to build their structures.
 - Use simple finishing techniques suitable for the structure they are creating.

- Evaluating**
- Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings.
 - Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.

- As musicians we will:**
- Perform (sing and play) with increasing pitching control and an awareness of some musical elements (pitch; tempo; dynamics; duration)
 - Follow and respond physically to pitch change in short melodic phrases (including matching voices/tuned percussion to graphic notation)
 - Listen and describe music and its images using: high/low; loud/quiet; fast/slow; thoughts/feelings
 - Experiment with instrument timbres (incl. voice); matching them to sounds; record, evaluate and improve our performances