

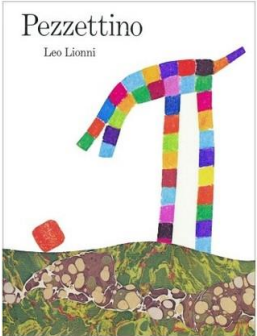
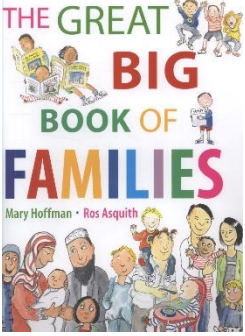
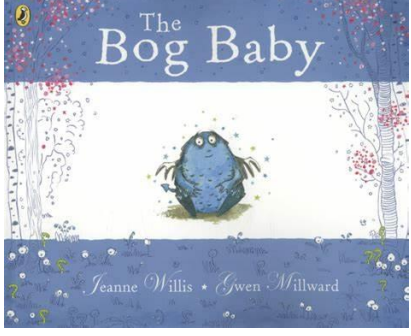
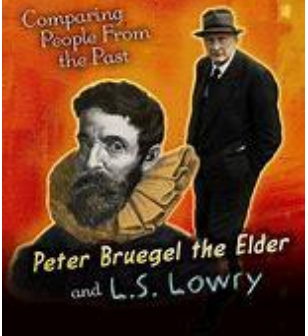


YEAR 2 / AUTUMN 1

Who Was L.S. Lowry and What Does His Artwork Tell Us About the Time He Was Painting?

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
We know that only our best is good enough and we will be working hard to maximise our progress in all our learning— academic, social and emotional so that we can be the best we can be and make a positive difference to ourselves and others in our community.	<p>We will be developing our learning skills to develop our readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners we can be so that we are prepared for the challenges we will face.</p> <p>We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.</p>	<p>We will explore what is possible to be achieved when we identify goals based on consideration of people as unique individuals, with their own passions and ideas.</p> <p>We will be challenging ourselves, extending our boundaries and developing our independence.</p>	We will be learning how to appreciate and respect our differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.

KEY TEXTS

			
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ACADEMIC EXCELLENCE	<p>Knowing our next steps on how to improve our work Complete feedback to a high standard Review progress against own targets Know that our best work is good enough</p>
POSSIBILITIES AND RISKS	<p>Challenging learning opportunities for children to be outside comfort zone Increase responsibilities for year 2 children – independently completing homework and handing in homework and letters Introducing Year 2 'Jobs' – classroom helpers, iPad and netbook monitors Read aloud a written piece of work to peers</p>

LEARNING TO LEARN	<p>Celebrate successes and learning from mistakes Being ready to learn Work towards Learning to Learn Awards Modelling of effective learning skills by staff</p>
SOCIAL INTELLIGENCE	<p>Assemblies – linked to school aims Adapting behaviours according to environments and audiences – home, school, school visits</p>



ENGLISH	READING	<ul style="list-style-type: none"> Continue to apply phonic knowledge and skills as the route to decode words. Read accurately by blending sounds in words and recognising alternative sounds for graphemes Read accurately words of 2 or more syllables Expressing views about text at a level beyond that at which they can read Sequencing the events of a piece of text. Summarising information.
	WRITING	<ul style="list-style-type: none"> Write from memory dictated sentences, include CEW and punctuation Form lower case letters of the correct size relative to one another Use correct spacing between words Develop stamina for writing/verbs, nouns, adjectives and adverbs Planning – Say or record in writing or pictorially ideas for writing Make simple additions, revisions and corrections to own writing Use Expanded noun phrases Sentences with different forms/present and past tense
	SPELLING / PHONICS	<ul style="list-style-type: none"> Segmenting spoken words into phonemes representing these by graphemes, spelling many correctly Learning new ways of spelling phonemes Learning to spell common exception words
	SPOKEN LANGUAGE	<ul style="list-style-type: none"> Articulate & Justify answers Initiate & respond to comments Use spoken language to develop understanding Orally rehearse sentence by sentence what to write

MATHS	<ul style="list-style-type: none"> Count in steps of 2, 3 and 5 from 0, and in tens from any number, forwards and backwards. Read and write numbers to at least 100 in numerals and in words. Recognise the place value of each digit in a 2-digit number (tens, ones) Compare and order numbers from 0 up to 100; use <, > and = signs. Use place value and number facts to solve problems. Identify, represent and estimate numbers using different representations, including the number line. Add and subtract numbers using concrete objects, pictorial representations and mentally, including a 2-digit number and ones, and a 2-digit number and tens Solve problems with addition using concrete objects and pictorial representations, including those involving numbers, quantities and measures. Solve problems with addition applying increasing knowledge of mental and written methods. Recall and use addition facts to 20 fluently, and derive and use related facts up to 100.
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SCIENCE	<p><u>Working Scientifically</u> <i>Using observations and gathering evidence to suggest answers to questions. Asking simple questions and recognising that they can be answered in different</i></p> <ul style="list-style-type: none"> • Observe closely using simple equipment • Perform simple test • Record and communicate findings • Identify and classify • Gather and record data to help answer questions • Use observations to suggest answers to questions <p><u>Subject Knowledge – Biology</u></p> <ul style="list-style-type: none"> • Habitats and how they provide living things with what they need. • Animals including Humans – Growing up
HISTORY	<p><i>To compare aspects of life within different periods - Studying the lives of significant individuals in the past who have contributed to national and international achievements.</i></p> <p><u>L.S. Lowry –</u></p> <ul style="list-style-type: none"> • Who was he and what does his art work tell us about the time he was painting? • Find out information from secondary sources including paintings and portraits about life at the time of LS Lowry. • Explain what you know about Lowry and why he is important. • Describe what life was like for people at the time from his paintings.

COMPUTING	<p>Coding</p> <ul style="list-style-type: none"> • To understand what an algorithm is. • To create a computer program using an algorithm. • To create a program using a given design. • To understand the collision detection event. • To understand that algorithms follow a sequence. • To design an algorithm that follows a timed sequence. • To understand that different objects have different properties. • To understand what different events do in code. • To understand the function of buttons in a program. • To understand and debug simple programs
GEOGRAPHY	



MFL		PHYSICAL EDUCATION	<ul style="list-style-type: none"> To perform secure Fundamental Motor Skills and begin to apply these in a games situation To consolidate underarm and overarm throwing technique to a partner for accuracy and distance To continue to improve catching a variety of objects whilst moving To develop strong spatial awareness in relation to attack and defence tactics in a game situation To understand and be able to identify simple attack and defence principles and apply them in a game situation To understand rules/make up new rules and understand their importance in a game To explain why they need to stay healthy and begin to understand the effects of exercise of their physical and mental wellbeing To understand why they need to warm up to prepare for exercise To recognise similarities and differences in performance and explain how this can be used to improve their own performance
DESIGN TECHNOLOGY		ART AND DESIGN	<p>Collage Objectives:</p> <ul style="list-style-type: none"> Develop planning skills Begin to make artistic choices from a range of natural materials Mix materials to create texture Combine different materials to create effective design Reflect a setting using collage <p>Sculpting Objectives:</p> <ul style="list-style-type: none"> Think about shape and simple proportion to create simple shapes Pinch, squeeze, roll and twist malleable materials on a small scale Experiment to attach different pieces together
MUSIC	<ul style="list-style-type: none"> Recognise well-defined changes in metre and dynamics. Perform simple patterns and accompaniments keeping a steady pulse. Start to represent musical sounds through the use of symbols such as time signatures and accent markings. 	RELIGIOUS EDUCATION	<p>Why are stories important?</p> <p>To know how The Bible is an important book for Christians.</p> <p>To think about how The Bible impacts Christian lives today.</p>
PSHE	<ul style="list-style-type: none"> SRE -To further extend understanding of basic hygiene principles including reducing spreading of germs –keep body clean Healthy Eating – Eat Well Plate, keeping hydrated (water) No Outsiders – To understand what diversity is My Happy Mind – to understand the different parts of our brains. 	ENRICHMENT	<p>A visit to The Lowry to explore the life and art of LS Lowry and to learn about The Great Fire of London.</p>