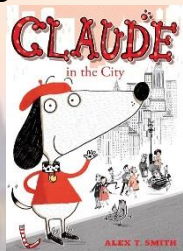
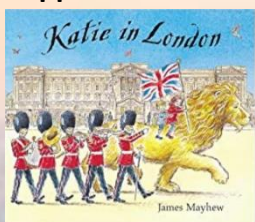


Year Two

Autumn Term – ‘Looking at London’

As readers, our children will use the following texts to support their learning:



Fiction

‘Katie in London’ by James Mayhew

‘Claude in the City’ by Alex T. Smith

‘Toby and The Great Fire of London’ by Margret Nash

‘The Princess and the Pig’ by Jonathan Emmett

Non-Fiction

Extracts from Samuel Pepys’ diary

Poetry

Nursery Rhyme - London’s Burning, London’s Burning

Nursery Rhyme – Oranges and Lemons

Our children will use the texts and the links to the curriculum to develop our skills as writers of:

- **narrative texts** – retelling main points of a story
- **poetry** – perform then write own verses of ‘London’s Burning’
- **poetry** – rewrite a version of the poem ‘On the Grassy Hill’
- **letter** – letter to a main character studied in history
- **newspaper reports** – linked to main event in history studied
- **information texts** – information in an animal studied
- **narrative texts** – tales with a twist

Marshland Moments

19. Perform a poem for an audience
20. Learn how to look after an animal

Key Events

The Purple Pig Company

Visitors to the academy who show children a range of different animals

Engaging Parents

Poetry Performance

Christmas Concert

Year Two children to take the lead in the Christmas concert

As mathematicians, our children will access the ‘Mathematics Mastery’ programme and study:

- **Numbers within 100** - revisiting numbers within 100 from Year One
- **Addition and subtraction of 2-digit numbers** - consolidating their knowledge of number bonds to 20 and using known facts to derive new facts; applying their knowledge to perform mental addition and subtraction calculations
- **Addition and subtraction word problems** - consolidating knowledge of place value, number bonds, mental addition and subtraction strategies; representing addition and subtraction word problems using bar models
- **Measures** – length - exploring measuring length through hands-on experiences with real objects
- **Graphs** - exploring how to represent data appropriately, applying what they know about comparing numbers, addition, mental calculation methods and skip counting in 2s, 5s and 10s
- **Multiplication and division 2, 5 and 10** – focussing on the relationship between multiplication and division, representing concepts through part whole models, bar models, arrays, bead strings and number lines; writing multiplication and division equations, solving word problems and making connections between multiplication and division as inverse operations

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|---|---|--|---|--|
| <p>As scientists, our children will work scientifically:</p> <ul style="list-style-type: none"> - 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 | <p>The children will also study the following two units:</p> <table border="1"> <tr> <td data-bbox="1126 233 1581 539"> <p>Everyday materials</p> <ul style="list-style-type: none"> - identify and compare the suitability of a variety of everyday materials - find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching </td> <td data-bbox="1581 233 2022 539"> <p>Animals - Life of an Animal</p> <ul style="list-style-type: none"> - notice that animals, including humans, have offspring which grow into adults - find out about and describe the basic needs of animals, including humans, for survival (air, water and food) </td> </tr> </table> | | <p>Everyday materials</p> <ul style="list-style-type: none"> - identify and compare the suitability of a variety of everyday materials - find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching | <p>Animals - Life of an Animal</p> <ul style="list-style-type: none"> - notice that animals, including humans, have offspring which grow into adults - find out about and describe the basic needs of animals, including humans, for survival (air, water and food) |
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| <p>As designers and users of technology, our children will develop their technical knowledge by:</p> <ul style="list-style-type: none"> - evaluating existing products that use sliders and levers as mechanisms through looking at books with moveable parts - design and make a story books with movable parts to illustrate a famous event in history - evaluate their own work against design criteria | <p>As artists, our children will:</p> <ul style="list-style-type: none"> - develop their knowledge and skills when painting and printing, producing London skyline paintings linked to the history unit studied - learn about the work of 'Mark Ashkenazi' and make links to the work they create in this unit of work | | | |
| <p>As geographers, our children will:</p> <ul style="list-style-type: none"> - name and locate the world's seven continents and five oceans - understand geographical similarities and differences through studying the human and physical geography of London and a contrasting non-European country - <i>Egypt</i> | <p>As historians, our children will develop an understanding of:</p> <ul style="list-style-type: none"> - events beyond living memory that are significant nationally or globally – <i>the Great Fire of London</i> | | | |
| <p style="text-align: center;">In Personal, Social and Health Education, our children will study: <i>Being Me in my World – setting a fair learning environment and recognising the contributions of others</i> <i>Celebrating Difference - identifying some ways in which others are different from us</i></p> | | | | |
| <p>Developing their knowledge and skills in physical education, our children will:</p> <ul style="list-style-type: none"> - play hockey and football games with a focus on invasion, developing their kicking and dribbling skills - develop their accuracy when demonstrating striking skills playing net games such as tennis, badminton and volleyball | <p>As musicians, our children will:</p> <ul style="list-style-type: none"> - use their voices expressively and creatively, looking at music from South Africa and songs linked to Christmas - listen with concentration and understanding to a range of high-quality music | | | |
| <p>Investigating world religions through the Doncaster Agreed Syllabus for Religious Education, our children will follow the lines of enquiry:</p> <ul style="list-style-type: none"> - what are Muslims and what do they believe? – <i>focus on 'believing'</i> | <p>As computers and users of technology, our children will investigate:</p> <ul style="list-style-type: none"> - the use of databases - presenting their ideas using a range of programs - use art/ drawing tools to support their learning in art and design | | | |