

YEAR 2 TERM 1

From the Equator to the Poles - Would you rather live in a hot or a cold place?

MATHS

Place Value (Numbers to 20)

- Count objects to 100 by making 10s
 - Recognise tens and ones and use a place value chart
 - Partition numbers to 100
 - Write numbers to 100 in words and in expanded form
 - 10s and 1s on the number line to 100
 - Estimate, compare and order objects and numbers on a number line
 - Count in 2s, 5s, 10s and 3s
- ### Addition & Subtraction
- Addition & subtraction bonds to 10 and within 20
 - Bonds to 100 (tens)
 - Add and subtract 1s
 - Add by making 10
 - Add three 1-digit numbers
 - Add to the next 10 and across a 10
 - Subtract across a 10 and from a 10
 - Subtract a 1-digit number from a 2-digit number (across a 10)



ENGLISH

Writing across different genres inspired by our reading spine books and our learning across the curriculum

Poetry: Collins Treasury of Poetry – selected by Stephanie Nettell



SCIENCE

Animals' needs for survival:

Mammals
Birds
Fish
Amphibians
Reptiles
Humans

Humans:

Exercise
Food
Hygiene
Teeth



GEOGRAPHY

What is it like in Kenya?
What kind of animals live there and where do they live?
Where is the Equator?
What are the Northern and Southern Hemispheres?
Where are the world's 7 continents?
Where are the 5 oceans?
What is it like in Kenya?
What is Antarctica like?
Do we live in a hot or cold place?
What is climate change?



KEY DATES

1st -2nd September: Staff development days – no children in school

Thursday 3rd September: Term 1 starts

Friday 4th September: 3.15 Parent talk for Year 2

Thursday 24th September 3.15p.m.: Phonics presentation for parents

Tues 13th and Wed 14th October 3.00 -- 6.00pm: Parents' evening

Thursday 15th October:

Our World at Wincheap

Friday 16th October:

Harvest Festival

Friday 23rd October:

Last day of term

WE ARE READING...

Clarice Bean, That's Me by Lauren Child
The Colour Monster by Anna LLenas
Lila and the Secret of Rain by David Conway and Jude Daly
Meerkat Mail by Emily Gravett



PHONICS

Using FFT
Success for All
Phonics, the children will be working in groups learning GCPs for reading and spelling.



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MUSIC

Pulse, Rhythm and Pitch

Music has a pulse, a steady beat. Music is also made up of long and short and high and low sounds, called 'rhythm' and 'pitch'. These elements combine when we sing and play. As you listen to, sing, play and dance to the music in this unit, explore these elements of music and how they work together.

Social Question: How Does Music Help Us to Make Friends?

Explore this question as you progress through the unit.

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes:

C, D, E, F, G, A



P.E

- Games/Dances linked to class country
- Invasion game: Handball



D.T

Structures: A Chair for a Bear

- Evaluate existing structures
- Explore how shape affects the stability of a tower
- Explore how thickness affects the strength of materials
- Make a strong and stable chair for a bear
- Evaluate, improve and finish a chair for a bear



ART

Exploring the work of Sonia Delaunay using circles and squares, templates and a range of mixed media. 3D African masks, clay coil pots and hand-printed animals.

Directed drawing of King Tut, Egyptian cartouche designing, Pharaoh collages.

Torn paper and silhouette collages of the African plain, painted polar bears and origami penguins

ENRICHMENT

- Visitor



COMPUTING

- Recap of Year 1
- Coding

Explore, modify and create programs that include timers and button objects. Build on testing and debugging skills to ensure programs work as expected.



R.E

Why do we need to give thanks?

How and why do some people show thanks? Identify how and why some people say thank you by reflecting on personal experience.

Why is harvest an important time for giving thanks? Recognise how and why some people celebrate harvest by examining what they say and do. Why do some people thank God? Identify why some Hindus and Christians feel thankful to God by exploring stories.



P.S.H.E

- Hopes and fears for the year
- Rights and responsibilities
- Rewards and consequences
- Safe and fair learning
- environment
- Valuing contributions
- Choices
- Recognising feelings

