

Geography

What would Dora the explorer find exciting about our town and city?

Pupils will use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

In their lessons, they will learn the following:

- Where could I take *Dora on a special outing in our town?
- Why would *Dora need to know my postcode to find my house?
- Where could I take *Dora for a special holiday in the United Kingdom?
- How would *Dora use her map to find her way to school?
- What would appear on *Dora's map of our town? How can we create paintings from our photographs of special places in our town?
- Reflection: How could Dora use our town in one of her TV adventures?

Art & Design

Pupils will ask themselves What can we see in (the place we are learning about in geography)? They will draw and colour a view of the place and use software to produce a picture too.



Pupils will look for patterns and textures and choose different materials to make a collage of a view.

Year 2

Autumn 2 Curriculum Map

Big Learning Question (Theme):
What would Dora the explorer find exciting about our town and city?

Links to Our School Values & The British Values?

Pupils will be learning about having **mutual respect** and **tolerance** for those who are from different faiths and have different beliefs and for those without faith by...

accepting other people might have different beliefs than ours and they may believe in different religions. We might not always agree with other people, but we try to show respect for their thoughts and feelings. We can give respect to others and we can expect other people to show us respect. They will also learn about showing **mutual respect and tolerance** of those with different faiths and beliefs by discussing the rules and beliefs of different faiths in RE and during circle time.

Save The Dates!



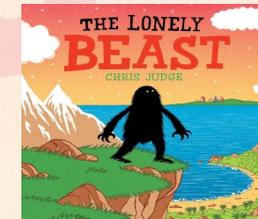
Trip to Wembley Stadium on Wednesday
26th November 2018



Dress up as an Explorer on Friday 21st
December 2018

English

Learning will be based on our Main Text:



The Lonely Beast

Chris Judge

Linked to our big learning question/theme, pupils will meet the lonely Beast who goes exploring all around the world. He goes exploring in search of a friend to keep him company and to share things with.

Writing outcomes:

- Character profile
- Letter writing
- Diary writing
- News papers
- Reports

Reading:

As well as reading The Lonely Beast pupils will enjoy daily class reader time and increase familiarity with a range of books;

- Discuss the sequence of events in books; Answer and ask questions;
- Predict what might happen on the basis of what has been read;
- Draw inferences on the basis of what is being said and done; Express
- Express views and opinions about reading
- Discuss the meaning of new words.
- Talk about why a character does or says something.

Maths

Addition, Subtraction, Multiplication and Division. 2D and 3D Shape.

Problem solving & reasoning

Pupils will be learning to:

- *Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: adding three one-digit numbers.*
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. **Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.**
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs.
- Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
- **Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.**
- Identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid].
- Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.
- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
- **Compare and sort common 2-D and 3-D shapes and everyday objects.**

Pease note that objectives that are in **bold and underlined** are known as **Key Performance Indicators (KPIs)**. These must be achieved by the end of the year .

Science

What materials did they use to build Wembley Stadium?

By the end of this unit, all pupils should be able to:

- Can they distinguish between an object and the material from which it is made from?
- Can they identify and name a range of everyday materials? (wood plastic, metal, water, rock, brick, paper, glass)
- Can they describe the simple physical properties of a variety of everyday materials?
- Can they compare and classify a variety of materials based on their simple physical properties?
- Can they describe the properties of different materials using words like, transparent or opaque, flexible, etc.?

Religious Education

Why is light important in religions?

By the end of this unit, pupils will be taught to:

Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities

In their lessons, they will learn the following:

- How does a candle in a dark room make us feel?
- Why did Jesus say he was "The light of the world"?
- What is 'Advent' and why is it important to Christians?
- Why do Christians use candles in their celebrations?
- Who were Rama and Sita?
- Why is light used in the Hindu festival of Divali?
- Why is light important to Hindus and to Christians?

**Christmas production
19th December**

Trip to the church Monday 3rd December 2018

Computing

Unit 2: Movement and drawing

Pupils will be learning about:

- **Computer Science:** Introduction to algorithms (moving & drawing).
- **Computer Hardware Fact File:** Pupils will be introduced to the concept of a hardware and by the end of this half term they should be able to answer these questions.
- What is a computer?
- Can you name any of the parts of a PC?
- Where do we find computers? How do computers work?
- What different items make up or connect to a computer?

PSHE

Health & Wellbeing

Overarching aims of this terms theme:

- A **healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
- **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
- **Identity** (personal qualities, attitudes, skills, attributes and achievements and what influences these)
- **Diversity** and **equality** (in all its forms)
- **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)
- **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)

During their lessons, pupils will learn how:

- To set a goal
- To identify healthy snack options
- To be able to recognise and name the 5 groups from the Eatwell guide.
- To understand the benefits of eating at least 5 portions of fruit and vegetables.
- To identify how to keep safe around hazardous substances
- To understand the harmful effects of smoking
- **To understand how the UK parliament is formed. (Link to Student Council Elections)**
- To identify what bullying is and how it makes people feel. **(Link to Anti-Bullying week)**
- To understand conflict
- To explain what to do when conflict escalates.
- To explain how to resolve conflict

PE

Pupils will learn to:

- Develop a range of basic skills, actions and ideas.
- Remember and repeat simple skills and actions with increasing control, showing Agility, Balance and Coordination.
- Choose and identify skills and actions and apply these in isolation and combination.
- Observe, copy and describe what they have learnt, suggesting how to improve.

Music

'Pitch'

Pupils will:

- Explore low and high sounds and learn to use appropriate musical vocabulary to describe sounds.
- Sing songs that challenge their hearing and voices to accurately sing and identify precise pitches.
- Observe different wave patterns and see how different pitched sounds can look as well as sound.

Home Learning

Please see the your child's Home Learning Project for this half-term. A copy will be sent home & you can also find it under the Homework section on our website.

Weekly homework will be sent out online via DB Primary, Bug Club, Mathletics & Spellodrome.



Remember that **Reading should be taking place EVERY DAY**. Reading Records will be checked daily. Please listen to your child read and write a comment/ sign in their reading record. If they are able to, children can read & write their own reflection comment about what they have read.

