My Autumn Term Learning – Year 2 Chestnut Class

As **Historians,** they will be learning:

How did the wheel begin to change lives.
How much has changed.
If everyone welcomed the railways.
How has the car developed and if everyone benefited.
How much has changed since the Wright Flyer.
How transport has changed over time.
How our local area has changed over time.



Travel and Transport

As **Musicians,** they will be learning:

Pulse, Rhythm and Pitch:
To know how to sing to soul music by expressing words with meaning.
To know some of the features of jazz.
To know the history of jazz music, including where it originated.
To know why posture is important when singing.

Playing in an Orchestra
To know what an orchestra is.
To listen and identify instruments within an orchestra.
To know how to play at least 2 notes on a recorder.
To know how to describe the timbre of a recorder.

As **Computer users**, they will be learning to:

All about computing systems and networks:
- To recognise the parts of a computer.
- To recognise how technology is controlled.
- To recognise technology.
- To create a design for an invention.
- To understand the role of computers.

All about Programming 1: Algorithms and Debugging
- To decompose a game to predict algorithms that are used.
- To understand that computers can use algorithms to make predictions.
- To plan algorithms that will solve problems.
- To understand what abstraction is.
- To understand what debugging is.

Internet safety: To decide which information is safe to share online.

As **RSHE**, they will be learning:

Hopes and fears for the year:
- To identify some of my hopes and fears for this year.
- To understand the rights and responsibilities for being a member of my class and school, and the importance of making contributions.
- To listen to other people and contribute my own ideas about rewards and consequences.
- To understand how following the Learning Charter will help me and others learn.
- To recognise the choices I make and understand the consequences.

Celebrating difference:
- To start to understand that sometimes people make assumptions about boys and girls (stereotypes).
- To understand that bullying is sometimes about difference.
- To recognise what is right and wrong and know how to look after myself.
- To understand it is OK to be different from other people and to be friends with them.
- To tell you some ways I am different from my friends.

During **Religious Education,** they will be learning:

What do some Christians say about God?
Why God might be like a shepherd to his people? What difference might it make for Christians to experience God as their shepherd?
What do some Christians say God is like for them? How do they know this? Do they all say the same?
What *is* God like for Christians.
What they think God is like.
Why do some Christians give?
How do Christians [the Church] 'give' to God in worship? How does giving make a difference in your local [church] community?
What was given at the very first Christmas.
Why do Christians give, especially at Christmas?

As **Designers and Artists,** they will be learning:

To know that patterns can be made using shapes.
To know that patterns can be used to add detail to an artwork.

To know that shapes and structures with wide, flat bases or legs are the most stable.

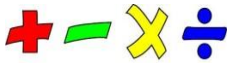
To understand that the shape of a structure affects its strength.

To know that materials can be manipulated to improve strength and stiffness.

As **Active Pupils**, they will be learning to:

Describe and explain how performers can transition and link shapes and balances.
Perform basic actions with control and consistency at different speeds and on different levels.
Work as part of a group to create and perform short movement.
To be able to show basic control skills including sending and receiving the ball.
To be able to send the ball with some accuracy to maintain possession and build attacking play.
To be able to implement the basic rules of football.
Describe and explain how performers can transition and link gymnastic elements.
Create and perform a simple sequence that is judged using simple gymnastic scoring.
Use core strength to link recognised gymnastics elements, e.g. back support and half twist.
Attempt to use rhythm while performing a sequence.
Be able to track the path of a ball over a net and move towards it.
Begin to hit and return a ball using a variety of hand and racquet with some consistency.
Play modified net/wall games throwing, catching and sending.

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In **maths** they will be learning to:

- 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
- Identify, represent and estimate numbers using different representations, including the number line
- 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
- Add 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.
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.
- Solve problems involving multiplication using materials, arrays, repeated addition, mental methods and multiplication facts, including problems in contexts.
- Recall and use division facts for the 2, 5 and 10 multiplication tables.

In **English**, they will be learning to:



Writing

- Writing narratives about personal experiences and those of others (real and fictional)
- Encapsulating what they want to say, sentence by sentence
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Proof-reading to check for errors in spelling, grammar and punctuation
- Writing about real events
- Writing for different purposes
- Writing down ideas and/or key words, including new vocabulary
- Encapsulating what they want to say, sentence by sentence
- Evaluating their writing with the teacher and other pupils
- Planning or saying out loud what they are going to write about

Reading

- Continue to apply phonic knowledge and skills to decode words until automatic decoding is embedded and reading is fluent.
- Read most words quickly and accurately without overt sounding and blending.
- Read accurately by blending the sounds in words, containing the graphemes taught so far.
- Read common exception words, noting unusual correspondences.
- Non-fiction books are structured in different way.

Answering and asking questions.

- Make inference based on what is being said and done
- Read further common exception words
- Reread a range of books to build up their fluency and confidence in word reading

Vocabulary, Grammar & Punctuation

- Joining words and joining clauses using and
- Subordination (using when, if, that, because) and co-ordination (using or, and, but)
- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Use of expanded noun phrases to describe and specify
- Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]
- Correct choice and consistent use of present tense and past tense throughout writing
- Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun
- Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]



In **Science,** they will be learning to:

Lifecycle and Health

- Identify stages in the life cycles of different animals, including humans.
- Describe the basic survival needs of animals.
- Explain how to take care of personal hygiene.
- Describe some positive effects of exercise.
- Identify foods in different food groups.

Working scientifically

- Measure using simple equipment.
- Record results in a table.
- Use data to answer a simple question.
- Research using secondary sources.

Uses of Everyday Materials

- Name objects with the same use that are made from different materials.
- Name materials that are used to make objects with different uses.
- Recognise that stretching, twisting, bending and squashing can cause some solid objects to change shape.
- Name properties that make materials suitable for their use.

Working scientifically

- Measure using non-standard units.