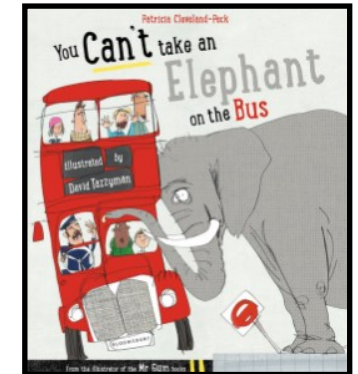
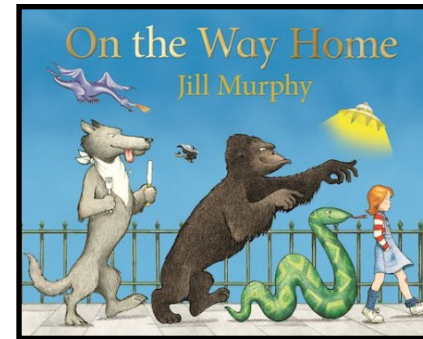




### Text 1: On the Way Home by Jill Murphy

#### Writing Outcomes:

- Writing sentences about pictures in the story.
- Recapping simple sentence structure, nouns and verbs



### Text 2: You can't take an Elephant on the Bus by Patricia Cleveland-Peck

#### Writing Outcome:

Retelling the story with different characters

At home you could support your child by viewing these resources which would help them to achieve the writing outcomes.



BBC Bitesize: What are nouns?



BBC Bitesize: What are verbs?



Year 2 Autumn term 1 author of the half term:

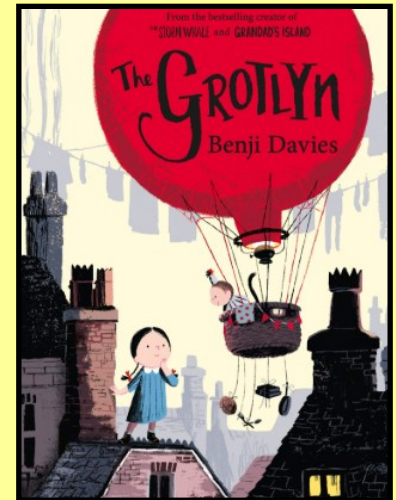
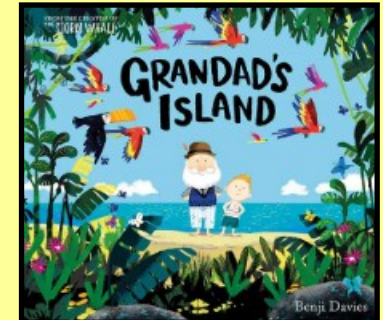
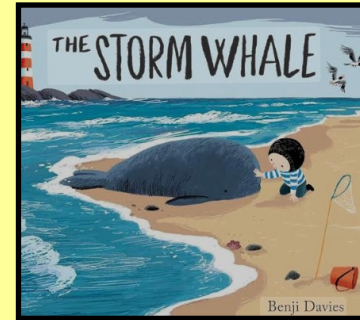
**Benji Davies**

Why not find out more about him?



Children will listen to his stories during their story time sessions.

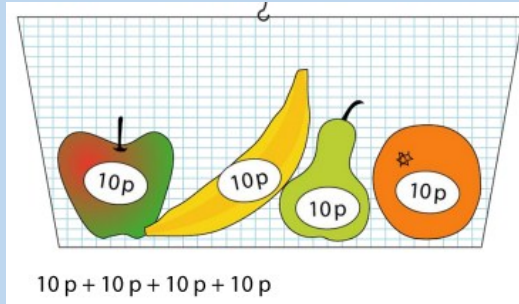
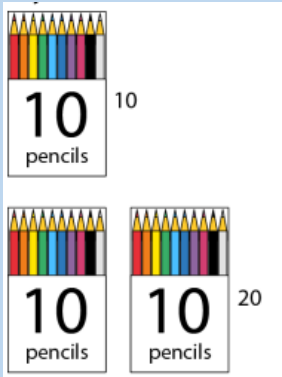
Books by the author you may wish to share with your child.





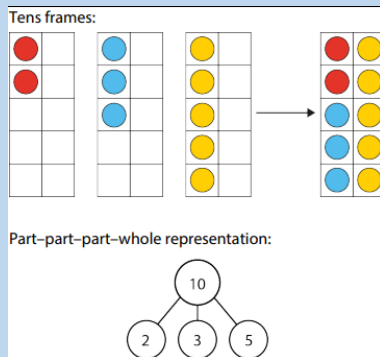
### Numbers 10—100

Children will develop their understanding that 10 is one group of ten, 20 is two groups of ten etc. They will build on counting in multiples of ten and will then add and subtract from a multiple of ten.

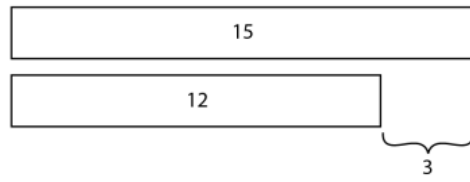


### Calculations within 20

Children will learn about the addition of three or more single-digit numbers as well as understanding the importance that addition can be done in any order. They will develop an understanding of difference as a numerical value used to compare two numbers.



*'John has twelve crayons and Sarah has fifteen crayons. How many more crayons does Sarah have than John?'*



Ones	tens
Groups of ten	add
Addend	subtract
Difference	more
Less	fewer
Older	younger
Longer	shorter
Heavier	lighter

At home you could support your child by viewing these resources which would help them to achieve the maths outcomes.



Oak Academy: Represent multiples of ten using their numerals



Top Marks game: Robot more or less

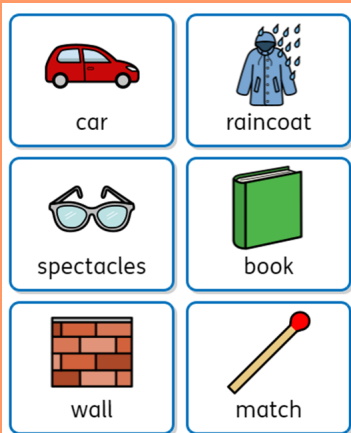
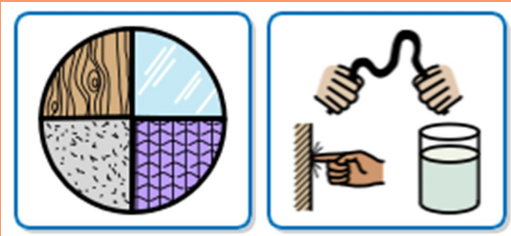


### Materials and their uses

Children will be able to give at least one example of a use for wood, metal, plastic, glass, brick, rock, paper and cardboard. They will be able to explain why these materials are suited to their job.



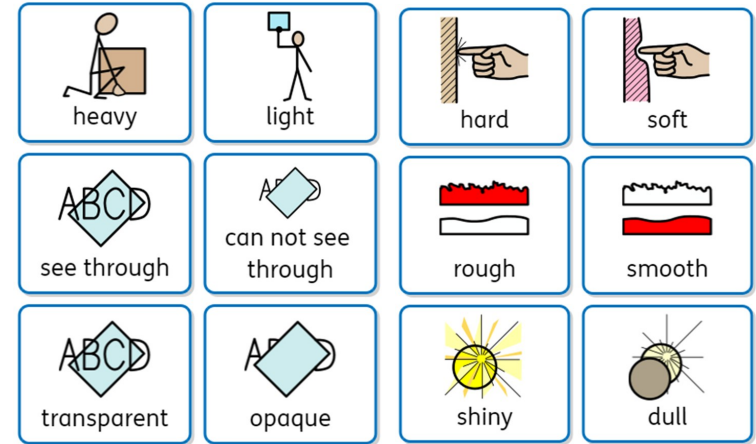
Children will recall how the shape of solid objects can be sometimes changed by squashing, bending, twisting and stretching.



Children will know that a material can be used for lots of uses (metal: coins, cars, cans) and some objects can be made from different materials (spoons: plastic, metal, wooden)

### Key Vocabulary

materials  
property  
compare  
identify  
data  
equipment



At home you could support your child by viewing these resources which would help them to achieve the science outcomes.



BBC Bitesize: Why is it made from that?



BBC Bitesize: Changing the shape of materials



## History



### **How have campaigners changed the world?**

Children will learn about significant campaigners and what significant differences they have made. They will learn what makes a campaigner. Children will learn how the lives of people in the past have affected their lives now. They will find out about significant events in History and why they have been so important.

- David Attenborough
- Rosa Parks
- Martin Luther King
- Ruby Bridges
- Malala Yousafzai
- Mary Seacole

## Religious Education

### **Disposition: Living by Rules**

Children will watch a short clip showing how Muslims follow the rules of Islam by doing wudu. They will also watch how a young Sikh boy ties his turban and explains why he must wear it.

### **Key questions:**

- Why are there rules?
- How do they help people?
- Why do religious people follow rules?

Children will also learn the story of Diwali and will perform this to parents before half term.

For more information on these topics, view the knowledge organisers which are uploaded to your child's Google Classroom page.



## Computing



### Computing systems and networks—IT around

#### Us

Children will develop their understanding of what information technology (IT) is and will begin to identify examples. They will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. Children will then investigate how IT improves our world, and they will learn about the importance of using IT responsibly.

## Art



### Drawing: Understanding tone and texture

In this unit children will learn how to do the following:

- Experiment with a range of materials to create marks and tones.
- Use different pressures and control to make different marks.
- Describe the texture of objects.
- Control shading to show tone.
- Sketch simple shapes lightly so that changes can be made.
- Refine a drawing by building up the outline of an object.
- Pose to show a clear expression and head position to create a photograph.

## PE



### Keep trying

In this unit, the children will develop and apply their footwork and one leg balance through focused skill development sessions, cooperative and competitive games.

### Fundamental Movement Skills



**Coordination**  
Footwork



**Static Balance**  
One Leg Balance



## Music



All the learning in this unit is focused around one song: Hands, Feet, Heart - a song that celebrates South African Music.

Children will also listen and appraise other songs:

- The Click Song sung by Miriam Makeba
- The Lion Sleeps Tonight sung by Soweto Gospel Choir
- Bring Him Back by Hugh Masekela
- You Can Call Me Al by Paul Simon
- Hiokoloza by Arthur Mofokate

**Key vocabulary:** Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo

## PSHE



Children will learn the following:

- More about what their brain looks like and that it is fully grown by the age of 6.
- That our brain helps us to make good decisions and remember what we have learnt.
- That the amygdala causes them to fight, flight or freeze.
- Children will be asked to reflect and think of examples of how they use each of Team H-A-P.
- That when we learn something new, our brain remembers it and grows. They'll learn about neuroplasticity and think of examples of how they can use it to help them.
- How they can use happy breathing to help Team H-A-P work as a team, but also how happy breathing can help with neuroplasticity.

### **Key vocabulary:**

Brain, Cells, Team H-A-P, Hippocampus, Amygdala, Prefrontal Cortex, Happy Breathing, Neuroplasticity, Grow, 'Fight, Flight, Freeze'