

Year 2	Autumn Term	Visits: Acorn Hollow Forest School
		
Key Outcomes	Key Outcomes	Key Outcomes
<u>Reading</u> Children will focus their reading this term on: Hansel and Gretel – by Anthony Browne Children will begin to develop their inference and sequencing skills and they will discuss whether they like the text and what they like about it. They will state which characters in the story they like and dislike and provide reasons to support their opinions. In the Countryside - Ruth Thomson Children will discuss the difference between fact and fiction books and identify the different features a non-fiction book has. They will learn how to use a contents page, a glossary and an index. The children will discuss why someone may want to read a non-fiction book and ask relevant questions about what information they could find out from this particular text and make links to geography. The Town Mouse and the Country Mouse – Retold by Suzanna Davidson Children will discuss and clarify the meanings of new words, linking new meanings to known vocabulary and answer questions about characters, settings and key events. They will also begin to describe the effect a character's actions have on other characters and discuss how the mice's' lifestyles were so unique but equally important. Children will compare to the previous fiction text the fairytale of Hansel and Gretel and state which text they prefer and provide reasons. On the Ning Nang Nong – Spike Milligan Children will begin to build up a repertoire of poems learnt by heart, reciting the poem, with appropriate intonation to add humour. They will consider the word choices made by the author in order to conjure up different ideas by different people reading or listening to the poem.	<u>Writing</u> Children will develop their writing through the following genres: Narrative - Fairy Tales Children will plan and retell the story of Hansel and Gretel. They will write a beginning, middle and ending including expanded noun phrases. Recount Linked to geography and science learning, children will produce a chronological recount of their real-life experience of their Forest School trip. Narrative – Stories with Familiar Settings Children will plan and retell a version of the story <i>The Town Mouse and the Country Mouse</i>. They will use their experience gained on the Forest School trip to describe a country setting. Poetry Children will read, recite and perform their own nonsense poems using Spike Milligan's <i>On the Ning Nang Nong</i> as inspiration.	<u>Maths</u> Children will develop their skills in: Place Value Children will read and write numbers to at least 100 in numerals and in words; recognise the place value of each digit in a two-digit number (10s, 1s); compare and order numbers from 0 up to 100; use <, > and = signs; use place value and number facts to solve problems; identify, represent and estimate numbers using different representations, including the number line. Addition Children will represent and use number bonds and related facts within 20; add up to two 2-digit numbers using concrete objects, pictorial representations, and mentally; Solve one-step problems that involve addition, using concrete objects and pictorial representations, and missing number problems such as $9 = ? + 7$. Subtraction Children will read, write and interpret mathematical statements involving subtraction (–) and equals (=) signs; represent and use number bonds and related subtraction facts within 10, then 20; Subtract up to two 2-digit numbers using concrete objects, pictorial representations, and mentally; solve one-step problems that involve subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.

<u>Geography</u> As Geographers, the children will recap on the location of Hull and Zoom out so see where Hull is situated in England and how England is a part of the United Kingdom. Children will understand the concept of an island and know that the United Kingdom is surrounded by different seas. They will name the seas. Pupils will learn the names of the countries and capital cities of the UK and be able to identify a landmark in each capital city. They will also learn the concept of nation and identify which flag represents each of the countries of the UK.	<u>SMART Values/ Character Education</u> Social Children will continue to build their social skills by working together to develop a class learning charter in Jigsaw lessons. They will welcome the new year 1 pupils into KS1 and set good examples of behaviour, manners and support in the phase assembly. They will develop their self-belief and independence by taking on more weekly homework activities. Motivated Children will work collaboratively and become empowered to share joy within the community through the carol singing fundraiser event. They will show determination and perseverance when designing and creating their functioning Christmas cards and they will learn about the importance of developing a strong mental well-being and standing up for themselves and others in the Jigsaw lessons.	<u>RW</u> Lead Us Not Into Temptation This unit takes a multidisciplinary approach to exploring the concept of temptation and how people choose between right and wrong. It contributes to personal development and aspects of SMSC and learning how we make personal choices. Stories from different religions illustrate the consequences of making right or wrong choices; pupils should identify similarities and the ways these stories are the basis of rules in society, leading to discussion about how we treat people and the value of the individual. Christmas Children will be able to recognise and recall the Nativity and know why it's important to Christians. They will also be able to talk about how Christians celebrate the festival of Christmas and they will consider why the Christmas story is 'good news' for Christians. They will explore the meaning of 'incarnation' and discuss what is the 'good news' of Christmas for everyone.
<u>Enterprise Activity</u> Moneywise (Financial Literacy) Pupils will develop the confidence, skills and knowledge they need to manage their money now and in the future. Pupils will build on their financial education through a range of financial literacy lessons teaching them how to look after and save their money. Pupils will also learn where money comes from and how money has been developed.	<u>Music</u> British Isles As musicians children will take inspiration from the British Isles, and explore how to create sounds to represent three contrasting landscapes: seaside, countryside and city. Through images and discussion, they will develop an idea of what each of these places would sound like and then use this to create their own soundscapes. Feel the Pulse Pupils will learn about the differences between rhythm and pulse and will begin to recognise pulse in familiar pieces of music. Pupils will play instruments with a sense of pulse.	<u>DT</u> Mechanisms As design technologists children will look at videos to see how mechanisms work and look at story books with slider mechanisms in them to help develop their design ideas. They will create a design for a Christmas card and discuss the need for it to be a functional product designed for a specific audience. They will draw, cut, position and glue the slider to the card and finally, discuss how closely their finished product meets their design criteria.

<u>Science</u> Living things and their habitats As scientists, children will explore and compare the differences between things that are living, dead, and things that have never been alive. They will identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other and they will identify and name a variety of plants and animals in their habitats, including microhabitats. They will find out and describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food	<u>PSHE</u> Being Me in My World Children will learn about how their behaviour can affect how others feel and behave. They will explain why it is important to have rules and how that helps themselves and others in the class to learn. Celebrating Differences Children will describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. They will discuss how being involved with a conflict makes them feel and think of strategies to help the situation.	<u>Art</u> Drawing As artists, children will critique the work of the artist Geogia O’Keefe and draw plants and flowers from observation on different scales using pencils and charcoal. They will show pattern and texture by adding dots and lines.
<u>Computing</u> IT Around Us In this unit, 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. Digital Photography In this unit children will learn to recognise that different devices can be used to capture photographs and will gain experience in capturing, editing and improving photos. They will learn why photographers may prefer to use a portrait or landscape orientation, also considering lighting and focus to compose and capture their own photographs. They will then be introduced to the concept of images being changed for a purpose and edit their own photographs and then use this knowledge to recognise that some images that they see may not be real.	<u>PE</u> Games for understanding Children will build on skills developed in Year 1, creating and understanding simple attacking and defending principles and techniques. They will learn that throughout a game, their role may change (from defense to attack) and they need to be adaptable to meet the needs of the game. These skills will be compiled and applied to a small team game. Team Building Children will develop their teamwork skills and understand why it is important to work well with others and include everyone. They will learn different ways of communicating with others and learn to develop trust in teammates through a variety of activities. Children will work cooperatively in small groups and work together to achieve an end goal and solve problems through effective communication. Health and Wellbeing Children will recap what is meant by ‘agility’, looking at different ways of moving and practise changing direction at speed and implement this into a game situation. Children will practise balancing and different ways in which they can balance on the floor, on apparatus and with a partner. They will also develop their coordination and practise kicking and dribbling a ball. They will then put all of these skills together and complete a circuit with a partner. Fundamental Movements Children will work on their jumping in this unit. They will focus on different ways of jumping, e.g. for height or distance and understand why it may be important to be able to jump in a game situation. We will also focus on landing safely from a jump. Children will choose two jumps and perform these together in a sequence, adapting them for purpose. They will also be able to compete in pairs, scoring points when performing each jump.	