

## Maths

In Maths we will continue to develop our understanding of place value and number, focusing on numbers up to 100. We will develop understanding of the value of each digit and begin to partition numbers in a range of ways. We will also focus on the skills of addition and subtraction using a variety of equipment to solve problems, e.g. bead strings; number lines and cubes and recognise and use the symbols '+', '=', '-'



## Still Life

We will look at examples of still life.

We will look at examples of still life paintings and then use them as inspiration for our own still life pictures.

## P.E.

**Indoor P.E.** Gymnastics – exploring families of movements such as rolls, jumps, etc.

Building a sequence of movements.

Collaborative work with a partner.



**Outdoor P.E.** Continuing to work with Coach Toby to develop coordination and an understanding of a range of different sporting activities.

## Science: Habitats



We will be learning about habitats and what a habitat needs to provide. We will explore local habitats to identify and name living things and begin to understand how they depend on one another for food and shelter. We will learn about food chains and construct our own food chains for the woodland habitat.

## First Half Autumn Term Year 2 Topic Web

### R.E. - Creation and bread as a Christian symbol

In RE we will explore how symbols play a part in Christianity and consider the importance of bread as a symbol.

We will also focus on the creation story and consider its importance for Christians.

### Music – Tony Chestnut:

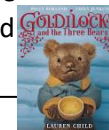
In this unit, pupils will be encouraged to sing with good diction to emphasise word play, learn to play the melody of the song on tuned percussion and working by ear, explore call-and-response, making up call-and-response patterns with actions, their voices and with instruments. This unit also contains the first of three progression snapshots that will be returned to and developed in Terms 2 and 3 to collect evidence of pupils' progress.

### ICT

We will use Purple Mash to develop our understanding of coding by creating simple algorithms to control movement on the screen.

## English

We will use three different versions of Goldilocks for three different, but connected writing outcomes. Children initially familiarise themselves with the traditional version of the tale, using Lauren Child's version and identify the elements of a traditional tale. They use the story to identify adjectives to describe the character of Goldilocks before creating a 'Wanted' poster that will be displayed around school. In the next part, children explore the text of Me and You by Anthony Browne where pictures are used to provide a context for why Goldilocks appears at the three bears' house. This is a more sympathetic view and the children are asked as an outcome to tell the story from her perspective. In the final part, children write a sequel to the original story, where Goldilocks and the bears meet many years later. They role play and imagine conversations and then look at a published sequel called Goldilocks and Just the One Bear by Leigh Hodgkinson.



### **Design and Technology – wheeled vehicles**

We will consider what is needed when designing a Moon buggy.

The children will learn how to use tools safely and construct wheeled vehicles to travel over the Moon's surface. We will then test and evaluate the vehicles.

### **History- Movers and Shakers**

We will be learning about the five statements from Dawson's model that will help them identify people who are historically significant and use the words year, decade and century to describe dates and times. We will learn about the life and impact of a significant person in the locality and of 10 significant individuals from around the world. about the impact of their actions. We will also carry out an independent study of a significant person from the past and learn about people who are significant today.