

## English

### National Curriculum Links

- RtP (1NF-1) Develop fluency in addition & subtraction facts within 10.
- RtP (1AS-1) Compose numbers to 10 from 2 parts, & partition numbers to 10 into parts, including recognising odd & even numbers.
- RtP (1AS-2) Read, write & interpret equations containing addition, subtraction & equals symbols, & relate additive expressions & equations to real-life contexts.

### Reading Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Discussing the sequence of events in books and how items of information are related.
- Being introduced to non-fiction books that are structured in different ways.
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- Drawing on what they already know or on background information and vocabulary provided by the teacher.

- Answering and asking questions.

Participate in discussions about books, taking turns and listening to what others say.

Explain and discuss their understanding of books, poems and other materials.

### Writing

Consider what they are going to write before beginning by:

- Saying out loud what they are going to write about.
- Writing down key words, including new vocabulary.
- Encapsulating what they want to say, sentence by sentence.

Learning how to use familiar and new punctuation correctly (full stops, capital letters, exclamation marks, question marks and commas for lists).

Write sentences with different forms: statements, questions, exclamations and commands.

Learn to spell common exception words.

Add suffixes to spell longer words.

### Possible Texts

Stick Man, Owl's Night, The Little Match Girl, Rama and Sita story, Christmas story, Diwali and Senses information books, Christmas Stories from Around the World, The Jolly Postman.

## RE

### Northumberland Agreed Syllabus

Theme: Christmas – Jesus as a gift from God

Religion: Christianity

Key Question: Why do Christians believe God gave Jesus to the World?

### Learning Outcomes

Children will:

- Listen to and retell the Christmas story
- Discuss the reasons for Jesus' birth

Theme: Let's Celebrate

Religion: Hinduism, Judaism

Key Question: How do people celebrate?

### Learning Outcomes

Children will:

- Listen to and discuss the story of Diwali
- Find out about the traditions of Diwali (Rangoli patterns, Mendhi patterns and Diwa lamps)
- Listen to and discuss the story of Hannakuh
- Find out about the traditions of Hannukah (Menorah, Dreidel)

Feel Like Celebrating!  
Year 2  
Autumn 2



## Maths

### National Curriculum Links

#### Number: Addition & Subtraction

- RtP (1NF-1) Develop fluency in addition & subtraction facts within 10.
- RtP (1AS-1) Compose numbers to 10 from 2 parts, & partition numbers to 10 into parts, including recognising odd & even numbers.
- RtP (1AS-2) Read, write & interpret equations containing addition, subtraction & equals symbols, & relate additive expressions & equations to real-life contexts.
- Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.
- Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
- Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

### Measurement: Money

- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
- Find different combinations of coins that equal the same amounts of money.
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

### Small Steps Overview

#### Addition & Subtraction

- Fact Families – Addition & Subtraction Bonds to 20
- Check Calculations
- Compare Number Sentences
- Related Facts
- Bonds to 100 (tens)
- Add & Subtract 1s
- 10 More & 10 Less
- Add & Subtract 10s
- Add by Making 10 (R)
- Add a 2-Digit & 1-Digit Number – Crossing Ten
- Subtraction – Crossing 10 (R)
- Subtract a 1-Digit Number from a 2-Digit Number – Crossing Ten
- Add Two 2-Digit Numbers – Not Crossing Ten (Add Ones & Add Tens)
- Add Two 2-Digit Numbers – Crossing Ten (Add Ones & Add Tens)

#### Money

- Count money
- Make amounts
- Compare money
- Find the total
- Find the difference
- Find change

## History

### The Gunpowder Plot

### National Curriculum Links:

Events beyond living memory that are significant nationally or globally

The lives of significant individuals in the past who have contributed to national and international achievements

### Learning Outcomes

Children will:

- Discuss the celebrations we take part in on Bonfire Night and relate this to the Gunpowder plot.
- Children to re-tell the Gunpowder plot and understand how their firework experiences link back to this historically significant event.

## **Art & Design**

### **Wassily Kandinsky**

#### **National Curriculum Links:**

To know about the work of Wassily Kandinsky, describing the differences and similarities between his work and the work of other artists and make links to their own work

To develop a wide range of art and design techniques when using colour, pattern, texture, line, shape, form and space

To use drawing and painting to develop and share their ideas, experiences and imagination

#### **Learning Outcomes**

Children will:

- Find out about the life of W Kandinsky as one of the 1<sup>st</sup> Impressionist painters and explore the idea that he painted according to feeling rather than just by what he saw.
- Allow children to experiment with colour mixing and how to create shades of a colour.
- Children to have a go at recreating famous Kandinsky paintings
- Children to have a go at creating their own Impressionist style painting around a theme.
- Children to paint in response to listening to music

## **Science**

### **Plants**

#### **National Curriculum Links**

#### **Plants**

Pupils should be taught to:

- Observe and describe how seeds and bulbs grow into mature plants
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

#### **Learning Outcomes**

Children will:

- Identify and name some common wild and garden plants.
- Compare and contrast seeds and bulbs.
- Observe how different plants grow in the school environment (over the course of the year).
- Record the growth of plants as they change over time.
- Investigate the requirements for germination.
- Investigate what plants need to grow and stay healthy.
- Be introduced to the process of reproduction in plants.

## **Music**

### **Christmas Nativity Performance**

#### **National Curriculum Links**

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality and recorded music.

#### **Learning Outcomes**

Children will:

- Focus on keeping the beat/pulse.
- Listen to and appraise festive music.
- Accompany songs using tuned/untuned instruments.
- Practise and prepare for performance.

## **Computing**

### **Digital Art**

#### **National Curriculum Links**

**Use technology purposefully to create, organise, store, manipulate and retrieve digital content**

#### **Learning Outcomes**

Children will:

- Choose colours and brushes
- Change brush size
- Create and use stamps
- Create repeating patterns
- Create artwork related to Bonfire Night/Diwali/Christmas
- Save and retrieve work

## **Physical Education**

### **Multi-Skills & Dance**

#### **National Curriculum Links**

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.
- Perform dances using simple movement patterns.

**Newcastle Foundation** will lead PE sessions focussing on developing problem solving, fundamental movements, communication and teamwork. Children will apply these fundamental movements in a variety of games.

## **PSHE**

### **Celebrating Differences**

### **(Including Anti-Bullying)**

Pupils should be taught:

- That sometimes people make assumptions about boys & girls.
- That bullying is sometimes about difference.
- To recognise what is right & wrong.
- How to look after themselves
- That it is okay to be different from other people & to be friends with them.

#### **Learning Outcomes**

Children will:

- Discuss different types of bullying.
- Role-play verbal and physical responses to friendship issues.
- Give a reason why a friend is special to them.
- Explain how it feels to have a friend and be a friend.
- Explain why it is okay to be different from their friends.
- Say some ways that they are different from their friends.

## Mastering English

### Opportunities for children to develop deep learning:

- Applying new topic vocabulary when writing across the curriculum.
- Using appropriate features when writing in different styles across topic areas.
- Using their speech and language skills to question, discuss and explain their thinking.
- Applying learnt grammar and punctuation conventions when writing across the curriculum.

### For example:

- *Writing about famous people from history, such as Guy Fawkes and Thomas Percy.*
- *Following and writing instructions for festive crafts.*
- *Writing letters for different purposes.*

## Mastering Maths

### Opportunities for children to develop deep learning:

#### Art & Design:

- Using concentric circles whilst creating Kandinsky artwork.

#### Computing:

- Using repeating patterns to create digital art.

#### Science:

- Measuring growth of seedlings/plants.
- Recording measurements in different ways.
- Sorting seeds and bulbs using different criteria.

#### RE:

- Applying knowledge of patterns when creating Rangoli and Mendhi patterns.

## Investigation Possibilities

### Science

- Why do flowers have different colours?
- What do plants need to grow?
- Do plants need soil to grow?
- Do seeds need sunlight to grow?
- Do plants move?
- Can plants grow in different environments?
- Which plants grow the quickest?
- Do all plants need the same amount of water?

## Philosophy for Children

### History

- Is it better to talk or take action?

### P.S.H.E.

- What would the world be like if everyone was the same?

### Science

- Should we pick wild flowers?
- Does anyone own something that is wild?

## Opportunities for Outdoor Learning

### Art & Design

- Create concentric circle designs using natural materials

### Science

- Identify plants in our school environment.
- Plant hyacinth bulbs.
- Go on a seed hunt.

### History

- Build bonfires

### R.E.

- Make Rangoli patterns using natural materials