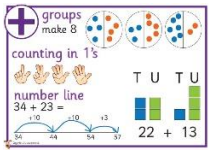
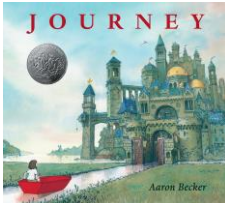




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YEAR GROUP: 2		TERM: Autumn
SUBJECT	OVERVIEW OF LEARNING	IDEAS FOR LEARNING AT HOME
<p>MATHS</p> 	<p>Place Value: Read and write numbers to at least 100 in numerals and in words; flexibly partition numbers up to 100; recognise place value of each digit in a two digit number; identify, represent and estimate numbers using different representations including the number line; compare and order numbers 0 -100; use <, > and = signs.; use place value and number facts to solve problems; count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.</p> <p>Addition & subtraction: Recall and use addition and subtraction facts to 20, derive and use related facts up to 100; add and subtract numbers mentally and using objects/pictures; show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot; add numbers by making 10 or adding to the next 10; add three 1-digit numbers; add and subtract across/from 10; add and subtract two 2-digit numbers using manipulatives and diagrams; solve problems with addition and subtraction using objects and pictures and apply 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.</p> <p>Shape: Recognise 2D and 3D shapes; count side and vertices on 2D shapes; draw 2D shapes; find lines of symmetry and use them to complete shapes; count vertices, edges and faces on 3D shapes; use knowledge and understanding to sort 2D and 3D shapes; make patterns with 2D and 3D shapes.</p>	<p>Encourage your children to practise their number bonds and counting in 2s, 5s and 10s at home as this will significantly benefit their learning in various areas of maths.</p> <p>Practise counting forwards and backwards from any number in ones or tens.</p>
<p>ENGLISH</p> 	<p>Journey: As a whole school we are starting the term with a wordless picture book. The children will be mixed with other year groups and explore scenes from the book. We will then return out year groups to learn about noun phrases and work towards retelling the story with a key character. We will then be able to share our work with children from other classes by reading clearly and with intonation.</p> <p>Goldilocks and the Three Bears: After Journey, we will be becoming familiar with the traditional tale Goldilocks and the Three Bears. Firstly, we will be using adjectives to make noun phrases which will help us describe Goldilocks for a wanted poster. We will use conjunctions, such as because, to say why Goldilocks is wanted. Afterwards, we will write an apology letter to the bears as if we were Goldilocks. Apostrophes for contractions and conjunctions will be some of the grammar features we will focus on.</p> <p>Nursery Rhymes: Alongside our class novels, we will be singing different songs to learn by heart. Practise these at home so</p>	<p>Other traditional tales we love:</p>  <p>Choose a character from another traditional tale and write simple sentences to describe them, using capital letters and full stops.</p>
<p>SCIENCE</p> 	<p>Animals, including Humans - Growing and Surviving: This term we will be thinking about the life cycles of a variety of animals, making comparisons and finding similarities. We will also be learning about what animals, including humans, need to survive and how to keep our bodies and minds healthy. The children will learn more about what kinds of foods help us to stay healthy, why exercise is good for us, why personal hygiene is important to keep us healthy and how to keep ourselves safe and happy.</p> <p>Materials: In this topic, the children will be identifying and comparing the suitability of a variety of everyday materials. They will look at materials in our environment and investigate the properties of everyday materials. They will use their observations and findings to compare the suitability of different materials for different purposes.</p>	<p>Find out what you need to look after different animals by asking family and friends.</p> <p>This is a great website for simple science experiments to do together at home: http://www.sciencefun.org/kidszone/experiments</p>
<p>ART</p>	<p>In art, we will be exploring the difference between portraits and self-portraits, investigating the works of famous portrait artists, such as Pablo Picasso and Jean Michel Basquiat, and photographers, such as Weegee and Anne Geddes. We will explore the use of objects within portraits as a way of conveying meaning and create our own photographic portraits using objects to show a subject we love. We will be practising how to make marks using different media, using our observational skills to help us draw our own self-portraits. We will also be exploring how colour can</p>	<p>Why not create your own portrait at home? You could use paint, crayons or pencil to create your portrait. Can you use different strokes to show texture?</p>

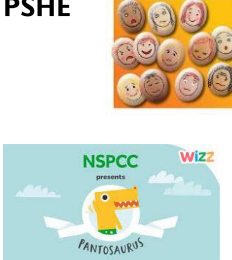


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	<p>convey mood, and create our own portraits using a specific colour to show an emotion. Through our work on Picasso and Basquiat, we will create different styles of portraits, including collage abstract portraits and silhouette portraits with primary colour backgrounds.</p>	
<p>GEOGRAPHY</p> 	<p>In our geography learning this term, the children will revisit their knowledge of the countries and capital cities of the UK and extend this to include other key locations and well-known physical and human landmarks, such as major cities, rivers, mountains coastal areas and islands. The children will continue to practise using an atlas effectively.</p>	<p>Talk about the different places in the UK you have visited and the landmarks you have seen there. You could mark these on a map of the UK.</p>
<p>HISTORY</p> 	<p>In our topic about the Great Fire of London, the children will be thinking about a significant event and person from beyond living memory. They will ask the question how do we know about the Great Fire of London when it happened so long ago and use a variety of sources, including Samuel Pepys' diary, to find out how and why the fire started and how it spread. They will investigate the way people lived at that time and be able to describe how London has changed, including its buildings, people and transport.</p>	<p>You could make a model building based on the houses or shops of London in the past.</p>
<p>DESIGN & TECHNOLOGY</p> 	<p>In design and technology, the children will be investigating puppets. We will be developing their skills in using templates to cut fabric to the correct size and practising joining materials together using fabric glue and a needle and thread. We will learn how to use running stitch and over stitch, making choices about which one is easiest to use and helps our puppet look the way we want it to. Once we have practised these skills, we will apply them to designing, making and evaluating our own hand puppet.</p>	<p>Perhaps your child could practise the skills they have learnt at school to make a puppet for a younger sibling or a friend for Christmas.</p>
<p>RE</p> 	<p>Firstly this term, the children will learn about Islam and key Muslim beliefs, such as the words of Shahadah and the 99 names they have for Allah. We will also look at some stories about the Prophet Muhammad and identify what that means for Muslims. The children will also find out about how Muslims put their beliefs into action through prayer or Ramadan.</p> <p>We will reflect on Muslim beliefs to ask questions about how they live their lives and think about how this might be different or similar to our own beliefs and thoughts.</p>	<p>There are some lovely videos about Islam on the BBC Bitesize website. https://www.bbc.co.uk/bitesize/topics/zj3d7ty</p>
<p>PE</p> 	<p>In the first half term, we will be learning how to move dynamically with our PE coach. We will think about our core strength and balance. Then we will apply sprint techniques and turns. We will also be learning how to perform jumps and keep balance, beginning to perform moderated long distance movements. At the end of the half term, the children will apply these skills within a Mini-Olympics session.</p> <p>The children will also explore different movement ideas focusing on fictional characters of pirates through our dance unit. Within this unit, they will have opportunities to learn and develop choreography, performing their own pirate dances in small groups with strong and fierce dynamics. They will also work on their observation skills, learning how to watch and appreciate the work of others.</p>	<p>Please ensure that your child remembers to come in their PE kit every Monday. We will be outside in all weathers (within reason) so warm tracksuit, waterproof, hat and gloves are also needed as we head into winter.</p>

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<p>PSHE</p> 	<p>In PSHE, we will be looking at friendships, learning how to resolve arguments that can occur in friendships and how to ask for help if a friendship is making them unhappy. We will investigate how words and actions can affect how people feel. We will also discuss how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe. In conjunction with anti-bullying week, we will learn more about why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable and how to respond in different situations. We will also explore how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so. Within this term, we will also cover the NSPCC Pantosaurus talk, learning the PANTS rule to keep us safe and so we understand that our body belongs to us, and we should tell someone we trust if anything makes us feel upset or worried.</p>	<p>Find out more about anti-bullying week at: www.anti-bullyingalliance.org.uk/anti-bullying-week</p> <p>Find out more about the PANTS rule here: https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/?gclid=aw.ds&gclid=FAIaIQobChMIg7fku4ei8wIVjdPtChO-3wOKEAAYASAAEgIO1vD_BwE&gclid=aw.ds</p>
<p>COMPUTING</p> 	<p>We will be continuing with our new computing scheme: Purple Mash. Firstly, we will begin our coding unit. We will look at what algorithms are and create a computer program using an algorithm. Building on algorithms, children will look at how code can make characters move left and write. We will write programs where objects can stop moving and play sounds when they collide. We will learn about the computer terms command, repeat, input, output, event, collision, detection, timer, debug. We will finally create our own program with different objects.</p> <p>Whilst we are used to Purple Mash, we will learn how to use this safely. We will focus on safe searching and sharing. We will look at how to use 2Respond to send emails, making sure that what we send makes others feel happy. Finally, we will explore digital footprints and learn about examples of things we would not want to be in our digital footprints. We will continue to revisit this throughout the year.</p>	<p>Please encourage your child to be safe when online and keep an eye on our Facebook and Twitter pages for advice to parents regarding online safety for children. Use apps that support their learning. There are lots of amazing free apps and websites!</p>
<p>MUSIC</p> 	<p>This term, we will focus on keeping steady pulse on our own and as a group, learning that it is the heartbeat of the music. As well as our voices we will use different body percussions to help find the beat. Another musical element we will learn is rhythm and practise keeping it on own and in groups. We will start to identify other musical elements in songs, like pitch.</p>	<p>Why not practise finding the pulse to your favourite piece of music or a nursery rhyme at home? Remember, the pulse is the heartbeat of the music.</p>