

## Brief outline of Learning Journey:

A science based learning journey that develops children's knowledge of living things and their habitats.

### English

**Key Texts-** The Very Hungry Caterpillar, The Bad Tempered Ladybird and Mad About Minibeasts.

**Reading-** Children will read books from their reading level in school as well as at home. Within lessons we will read a mixture of both fiction and non-fiction.

**Writing-** Children will be practicing sentence work this year to ensure they are consistently using capital letters, finger spaces and full stops as well as progressing to using conjunctions but and and, adjectives, and a variety of punctuation like question marks and exclamation marks. The children will also be practicing and applying their year 2 spellings.

### Main subject for topic- Science

**Context-** Living things and their habitats.

**Skills developed-** Classifying and sorting animals and plants. Identifying a variety of different plants and animals. Describe the basic life cycles of some familiar animals (egg, caterpillar, pupa, butterfly; egg, chick, chicken; spawn, tadpole, froglet, frog).

**Knowledge and key vocabulary-** understand and replicate food chains, Describe a variety of different plants and animals and their habitats.

### PE

Tuesdays - Real PE focusing on travelling and moving our bodies in different ways with Miss Grounds.

Thursdays - External coaches

# Wriggle and Crawl



Autumn Half Term 2021

### Maths

**Main focus-** place value, addition and subtraction.

**KIRFs-** recall all number bonds to 20.

Throughout the year the children will be covering the following throughout the year:

- Money.
- Multiplying and dividing.
- 2D and 3D shape.
- Fractions.
- Statistics.
- Measurement.
- Geometry.

### Music

This half term the children will be using the Charanga music scheme to explore different genres of music whilst looking at rhythm, pitch and tempo.

**RE-** In RE the children will be comparing different religions and beliefs by learning about the Hindu festival of Navratri.

### Science

**Context:** Living things and their habitats.

**Key Vocabulary and Knowledge:**

- Explore and compare the differences between things that are living, dead, and things that have never been alive.
- 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.
- Identify and name a variety of plants and animals in their habitats, including microhabitats.
- 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.

## Computing:

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Recognise common uses of information technology beyond school.
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

## Geography.

**Context:** The world and its continents

**Skills:** Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied

**Knowledge:** Countries are located within continents. Countries have capital cities and geographical features.

## Design technology

**Context:** Remarkable Recipes topic.

- Identify the origin of some common foods.
- Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).
- Use the basic principles of a healthy and varied diet to prepare dishes.
- Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
- Explore and evaluate a range of existing products.
- Evaluate their ideas and products against design criteria.
- Finished products can be compared with design criteria to see how closely they match. Improvements can then be planned.

### Local links and Exciting experiences

Trip to Queen Elizabeth Country Park 27<sup>th</sup>

September

Outside learning week w/b 27<sup>th</sup> September.



## Art and Design

**Context:** Mix it topic.

- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- The secondary colours are green, purple and orange. These colours can be made by mixing primary colours together.
- Mixing different amounts of primary colours make a range of hues. For example, blue-green or yellow-green.
- The colour wheel is a diagram that organises colours and shows their relationships.
- Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
- Use a range of materials creatively to design and make products.
- Press objects into a malleable material to make textures, patterns and imprints.
- Evaluate and analyse creative works using the language of art, craft and design.
- Aspects of artwork to analyse and evaluate include subject matter, colour, shape, form and texture.
- Analyse and evaluate their own and others' work using artistic vocabulary.

### Jigsaw- Lifeskills

Autumn 1: Being me in my World

