

## Brief outline of Learning Journey:

A history based learning journey that develops children's knowledge of significant figures within history.

### 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 Christian festival of Christmas.

### Main subject for topic- History

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

**Skills developed-** Using historical models to rank and sort different significant figures, describe how an aspect of life has changed over time.

**Knowledge and key vocabulary-** Sequence significant information in chronological order, learn about the lives of significant individuals in the past who have contributed to national and international achievements, learn about changes within living memory.

### PE

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

Wednesdays - External coaches

# Movers & Shakers



Autumn Term 2 2022

### 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.

### English

**Key Texts-** We're Going on A Bear Hunt, The Way Back Home, Greta and the Giants. Man on the Moon, The Great Explorer.

**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, if, so and when. They will start to consistently use adjectives, and a variety of punctuation such as question marks and exclamation marks. The children will also be practicing and applying their year 2 spellings.

### Science

**Context:** Habitats

**Key Vocabulary and Knowledge:**

- Describe a range of local habitats and habitats beyond their locality (beaches, rainforests, deserts, oceans and mountains) and what all habitats provide for the things that live there.
- Compare and group things that are living, dead or have never been alive.
- Identify and name a variety of plants and animals in a range of habitats and microhabitats.
- Use a range of methods (tables, charts, diagrams and Venn diagrams) to gather and record simple data with some accuracy.
- Interpret and construct simple food chains to describe how living things depend on each other as a source of food.
- Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning.
- Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions.

## 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.

### Local links and Exciting experiences

Little City Visit - 1<sup>st</sup> Nov.  
Gallery Visit - 17<sup>th</sup> Nov  
Christmas Play

## DT

### Context: Remarkable Recipes.

#### Skills Covered:

- Identify the origin of some common foods (milk, eggs, some meats, common fruit and vegetables).
- Select the appropriate tool for a task and explain their choice.
- Prepare ingredients by peeling, grating, chopping and slicing.
- Observe what happens when a range of everyday materials, including foods, are heated and cooled, sorting and grouping them based on their observations.
- Generate and communicate their ideas through a range of different methods.
- Work safely and hygienically in construction and cooking activities.
- Generate and communicate their ideas through a range of different methods.
- Explain why a designer or inventor is important.
- Describe the types of food needed for a healthy and varied diet and apply the principles to make a simple, healthy meal.
- Explain how closely their finished products meet their design criteria and say what they could do better in the future.

## Art and Design

### Context: Still Life topic.

- Analyse and evaluate their own and others' work using artistic vocabulary.
- Describe similarities and differences between artwork on a common theme.
- Identify and mix secondary colours.
- Draw, paint and sculpt natural forms from observation, imagination and memory.
- Make simple sketches to explore and develop ideas.

### Jigsaw- Lifeskills

Autumn 1: Being me in my World



