Year 2 Orange

Autumn Term

Let's Create and Celebrate







Cross Curricular English

Narrative

Instructions

Recounts

Non- Fiction

The day the Crayons Quit

Cross Curricular Maths

Place Value

Addition and Subtraction

Shape

Science

Animals including humans

Can they describe what animals need to survive?
Can they explain that animals grow and reproduce?
Can they explain why animals have offspring which grow into adults?
Can they describe the life cycle of some living things? (e.g. egg, chick, chicken)
Can they explain the basic needs of animals, including humans for survival? (water, food, air)
Can they describe why exercise, balanced diet and hygiene are important for humans?

PE - Elements taken from Run, Jump, Throw and Hit, Catch, Run

Can they throw in different ways?
Can they copy and remember actions?
Can they repeat and explore actions with control and coordination?
Can they use hitting, kicking and/or rolling in a game?
Can they stay in a 'zone' during a game?
Can they decide where the best place to be is during a game?
Can they use one tactic in a game?
Can they follow rules?

Music— Charanga- Pulse, Rhythm and Pitch and Playing in an Orchestra

Do they sing and follow the melody (tune)?

Do they sing accurately at a given pitch?
Can they perform simple patterns and accompaniments keeping a steady pulse?
Can they perform with others?
Can they play simple rhythmic patterns on an instrument?
Can they sing/clap a pulse increasing or decreasing in tempo?

Computing— NCCE Units

Informational technology around us
Digital photography

Art— Self portraits, Romero Britto

Can they use charcoal, pencil and pastels?
Can they create a print using pressing, rolling, rubbing and stamping?
Can they create a print like a designer?
Can they mix paint to create all the secondary colours?
Can they mix and match colours, predict outcomes?
Can they mix their own brown?
Can they make tints by adding white?
Can they make tones by adding black?
Can they create a picture independently?
Can they use simple IT mark-making tools, e.g. brush and pen tools?
Can they edit their own work?

DT— Halloween/ Christmas crafts and cooking

Planning, Working and Evaluating

Can they think of some ideas of their own?
Can they explain what they want to do?
Can they use pictures and words to plan?
Can they explain what they are making?
Can they explain which tools are they using?
Can they describe how something works?
Can they talk about their own work and things that other people have done?

Can they join materials together as part of a moving product?
Can they add some kind of design to their product?
Can they measure materials to use in a model or structure?
Can they join material in different ways?
Can they use joining, folding or rolling to make it stronger?
Can they make sensible choices as to which material to use for their constructions?
Can they develop their own ideas from initial starting points?
Can they incorporate some type of movement into models?
Can they consider how to improve their construction?

Can they describe the properties of the ingredients they are using?
Can they explain what it means to be hygienic?
Are they hygienic in the kitchen?

History- Great Fire of London, Remembrance Day

Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?
Can they use the words 'past' and 'present' accurately?
Can they use a range of appropriate words and phrases to describe the past?
Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later?
Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started?
Can they explain why Britain has a special history by naming some famous events and some famous people?
Can they explain what is meant by a parliament?
Can they research about a famous event that happens in Britain and why it has been happening for some time?

Geography—Seaton Delaval, North East, Why does it matter where our food comes from?

Can they find out about a locality by using different sources of evidence?
Can they find out about a locality by asking some relevant questions to someone else?
Can they say what they like and don't like about their locality and another locality like the seaside?
Can they describe some physical features of their own locality?
Can they explain what makes a locality special?
Can they describe some human features of their own locality, such as the jobs people do?
Can they describe some of the features associated with an island?
Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley?
Do they think that people ever spoil the area? How?
Do they think that people try to make the area better? How?
Can they explain what facilities a town or village might need?
Can they name the major cities of England, Wales, Scotland and Ireland?
Can they find where they live on a map of the UK?
Continents and Oceans, Latitude asd longitude, equator, North and South Poles.

RE

Who is a Muslim and how do they live?

Why does Christmas matter to Christians?

PSHE—

What makes a good friend?

What is bullying?

British Values

Golden Rules