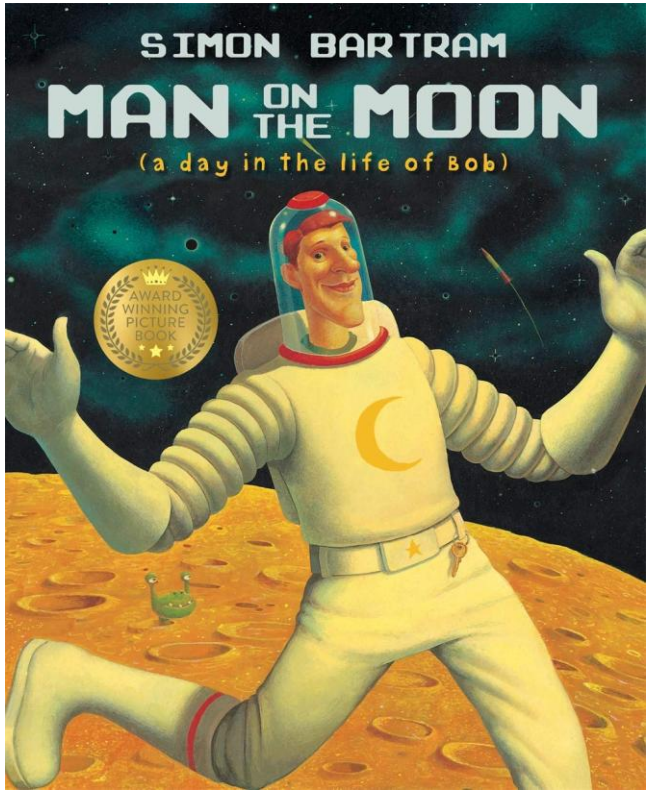
Learning Journey Year 2 – Autumn 1

Areas of learning

Our first half term's topic is Explorers. The children will investigate Ibn Battuta and understand that his discoveries happened long ago in the past. They will also learn about the first moon landing and the significance of Neil Armstrong. In DT, the children will be exploring and then making a healthy snack drink. During our science lessons, the children will be learning about everyday common materials and using properties to describe them. They will consider the uses of different materials, where they come from and carry out exciting investigations.







5Cs focus	
Care	We will think about making our classroom a safe, happy and inspiring place to learn.
Challenge	We will rise to the challenge of being in Year 2 and becoming more independent.
Collaboration	We will learn how to be a supportive talk partner and group member.
Courage	We will always try our best and have a go even when we find something tricky.
Creativity	We will design and create our own healthy snack drink.

ENGLISH – Texts: Silly Billy, The Man on the Moon, non-fiction texts about the moon landing

Reading

- Read accurately most words of two or more syllables.
- Read most words containing common suffixes.
- Read most common exception words.
- Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding.
- Sound out most unfamiliar words accurately, without undue hesitation.
- In a book that they can already read fluently, the pupil can:
  - check it makes sense to them, correcting any inaccurate reading.
  - answer questions and make some inferences.
  - explain what has happened so far in what they have read.

Grammar

- To identify and use full stops, finger spaces and capital letters.
- To use an adjective to describe a noun.
- To edit writing, focusing on capital letters, full stops and spellings.
- To know how to link ideas in a sentence using 'and, because'.

Spelling

- Recap sounds learned in Year One.
- Explore different ways of spelling words with long vowel sounds.

Writing

- Write sentences that are sequenced to form a short narrative (real or fictional).
- Demarcate most sentences in their writing with capital letters and full stops and use question marks correctly when required.
- Use co-ordination (e.g. and /because).
- Segment words into phonemes and represent these by graphemes, spelling some words correctly and making phonically plausible attempts at others.
- Correctly spell all Year One harder to read and spell words and start to spell Year two harder to read and spell words.
- Use noun phrases (describe a noun with an adjective) eg. colourful doll.

Handwriting

- Form lower-case letters in the correct direction, starting and finishing in the right place.
- Form lower-case letters of the correct size relative to one another in some of their writing.
- Use appropriate spacing between words.
- Use clear capital letters at the correct size.

MATHS

Numbers 10 to 100

- Explain that one ten is equivalent to ten ones.
- Represent multiples of ten using their numerals, names and in an expression or an equation.
- Estimate the position of multiples of ten on a 0-100 number line.
- Explain what happens when you add and subtract ten to a multiple of ten.
- Add and subtract multiples of ten.
- Explore the counting sequence for counting to 100 and beyond.
- Count a large group of objects by counting groups of tens and the extra ones and by using knowledge of unitising by counting tens and ones.
- Represent a number from 20-99 in different ways.
- Explain and mark the position of numbers 20-99 on a number line.
- Explain that numbers 20-99 can be represented as a length.
- Compare two, two-digit numbers.
- Partition a two-digit number into tens and ones.
- Add two, two-digit numbers by partitioning into tens and ones.

Calculations within 20

- Add three addends.
- Use a 'First... Then… Now" story to add 3 addends.
- Explain that addends can be added in any order.
- Add 3 addends efficiently by finding two addends that total 10.
- Add two numbers that bridge through 10.
- Subtract two numbers that bridge through 10.
- Compare numbers and describe how many more or less are in each set.
- Calculate the difference.
- Use knowledge of subtraction to solve problems in a range of contexts.
- Explain what the difference is between consecutive numbers.
- Calculate difference when data is presented in a pictogram or bar chart

Fluently add and subtract within 10

- Demonstrate their fluency of addition and subtraction within ten.
- Practise addition and subtraction strategies as required.

SCIENCE – Why are some materials more suited to make an umbrella than others?	HISTORY – What skills and equipment do you need to be an explorer?
• To ask simple questions. • To recognise that questions can be answered in different ways. • Asking simple questions and recognising that they can be answered in different ways. • To observe closely. • To use simple measurements and equipment. • To gather and record simple data. • To use observations and own ideas to suggest answers to questions. • To identify and classify. • To record and communicate findings in variety of ways (pictures and simple sentences). • To know how materials can be changed by squashing, bending, twisting and stretching. • To know why a material might or might not be used for a specific job. • To name 3 materials that are used for a particular purpose giving 1 reason linked to their property eg. glass is used for windows because it is transparent, fabric is used for clothes because it is flexible, metal is used for cutlery because it does not bend. • To compare the uses of everyday materials in and around school with materials found in other places. • To find out about people who have developed useful new materials, for example John Dunlop.	• To know that these events that happened long ago, even before my grandparents were born. • To understand that Neil Armstrong and Ibn Battuta are both famous explorers from the past. • To know that Neil Armstrong is famous for being the first astronaut to land on the moon in 1966. Newspapers, videos and photographs prove that the moon landing did occur. • To learn that Ibn Battuta lived about 700 years ago. He wanted to know what life was like in different places so explored the Middle East, North Africa, India and China. • Neil Armstrong travelled by rocket and Ibn Battuta travelled by donkey, camel and by boat. • To be able to communicate ideas about Neil Armstrong and Ibn Battuta in speaking, writing, drawing, role-play, storytelling or using ICT. • To know where dinosaurs, Queen Victoria, Ibn Battuta and the moon landing fit into a chronological framework. • To understand and use the words past and present when telling others about an event. • To ask and answer questions about explorers in the past.
	DT – How can we make a healthy snack drink?
	• To know that fruits are grown as plants, that yoghurt is made from milk and that yoghurts and milk can also be plant based. • To know that fruit grows on a tree or plant that contains seeds and can be eaten as food, blended with juice, milk or yoghurt to create a smoothie. • To know that fruit smoothies are a healthier choice than biscuits and cakes because they are high in vitamins. • To select from a range of fruits, yoghurts, juices, milk and milk alternatives according to their characteristics e.g. colour, texture and taste to create a chosen product. • To communicate ideas through talk and introduce an exploded diagram. • To know how to safely prepare different fruits. • To know how to be hygienic when preparing food. • To design, prepare and evaluate their smoothie.

COMPUTING – What is a computer?	PSHE – new beginnings How can we be a positive member of our school community?
• To be able to recognise and name the parts of a computer. • To know the difference between a desktop and laptop computer- a desktop computer stays in one place. A laptop computer is easy to carry and move. • To understand how technology is controlled. • To know that people control technology. • To know that computers often work together. • To be able to recognise different forms of technology. • To be able to use inputs and outputs in a design for an invention. • To understand the role of computers. • To know that computers often work together.	• L1- To identify some of my hopes and fears for this year Knowledge: Hope is believing good things can happen and fear is feeling scared when something seems unsafe or unknown. • L2- To understand the rights and responsibilities for being a member of my class and school and understand **what consent means** Knowledge: A responsibility is doing what you should and taking care of things. Knowledge: Consent means choosing to say yes or no to a touch, help, or sharing. • L3- To be able to listen to other people and contribute my own ideas about rewards and consequences • Knowledge: It is important to listen to other people. • L4 – To work well with others to make our class a fair and safe place Knowledge: Children will create class rules • L5- To understand how following the 4Bs and 5Cs will help me and others learn Knowledge: I can give at least two examples of when the 4Bs and 5Cs help me and others to learn. L6- To recognise the choices I make and understand the consequences • Knowledge I know that poor choices could result in a consequence Give at least two examples.
Outdoor PE – Fundamentals	**Indoor PE – Teambuilding**
• To develop balance, stability and landing safely. **Balancing**: understand that squeezing my muscles helps me to balance. • To explore how the body moves differently when running at different speeds. **Running**: know that putting weight into the front of my feet helps me to stop in a balanced position. • To develop changing direction and dodging. • To develop and explore jumping, hopping and skipping actions. **Jumping**: know that swinging my arms forwards will help me to jump further. • To develop co-ordination and combining jumps. **Hopping**: know that if I look straight ahead it will stop me falling over when I land. • To develop combination jumping and skipping in an individual rope. • Work in pairs • Accept others' ideas • Give and receive basic feedback • Keep simple rules • Explore how to deal with different feelings (winning and losing)	• To follow instructions and work with others. • To co-operate and communicate in a small group to solve challenges. • To create a plan with a group to solve the challenges. • To communicate effectively and develop trust. • To use teamwork skills to work as a group to solve problems. • To work with a group to copy and create a basic map. I can say when I was successful at solving challenges. I can share my ideas and help to solve tasks. I can work co-operatively with a partner and a small group. • trust, honesty and fair play, acceptance -

RE – Islam Why is the Qur'an important to Muslims?	MUSIC – How can the rhythm and beat change with different pieces of music?
Sacred Texts • ***How and why the Qur'an is in Arabic and is treated as the word of Allah*** • ***The use of the Qur'an in the Mosque and in the home*** • ***The Hadith*** ***Living the Faith*** • ***Significant people – Stories from the Qur'an and other Muslim sources, such as Hadith*** • To know that he Qur'an is written in Arabic. • To know that the Qur'an is treated as the word of Allah. • To know that Islam is the religion of Muslims. • To know that Muslims call God Allah. • To know a story from the Qur'an and the teaching it gives to Muslims. I can give examples of how religious texts are special to people.	**Listen and appraise** • To show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers). **Sing and Play** • To chant and play rhythms (using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation. • To learn a clapping game to *Hi lo chicka lo* that shows the rhythm. • To chant Grandma rap rhythmically and perform to an accompaniment children create • To know that a *chant* is a spoken rhythmically. • To know that a RAP stands for Rhythm And Poetry. • To know what a crotchet looks like and it is worth one beat. • To know this is a crotchet rest (one beat) . • To know these are quavers and are worth ½ beat each. **Improvise and compose** • Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app.