

Design Technology (Structures)

MAKING BRIDGES

- Discuss with the children what structure they will be designing, making and evaluating
- Generate some simple design criteria with the children e.g. the structure should stand up on its own, it should be strong enough to carry toy vehicles
- Encourage the children to develop their ideas through talking, drawing and making mock-ups of their ideas with construction kits and other materials.
- As a whole class, plan the order in which the structures will be made. Children could make their final products from construction kits, new and reclaimed materials or any combination of these
- Ask children to evaluate their developing ideas and final products against original design criteria.

Music

Specialist teaching from RESONATE

Computing

Create PPT linked to recycling in the local area

PE (Basketball)

Invasion Games

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

RE

Is it possible to be kind to everyone all of the time

Science

- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Year 2 - Autumn 1

LIVERPOOL

PSHE/Circle Time

Being me in my world

Geography (Liverpool)

- Develop locational and place knowledge about their locality, and the UK as a whole
- Understand basic subject-specific vocabulary relating to physical geography
- Begin to use geographical skills, including first-hand observation, to enhance their locational awareness
- Identify seasonal and daily weather patterns in the UK, and the location of hot and cold areas around the world
- Use simple fieldwork and observational skills in their school, its grounds and surroundings
- Use and construct basic symbols in a key.
- Create simple maps of the city centre of Liverpool

English

Reading: (Word reading / Comprehension)

Reading (Comprehension):

- Listen to, discuss and express views about books at a level beyond that which they can read independently;
- discuss the significance of the title and events;
- link what they hear or read to own experiences;
- explain understanding of what is read;
- discuss the sequence of events in books and how items of information are related;
- discuss favourite words and phrases;
- answer and ask questions;
- predict what might happen on the basis of what has been read;
- draw inferences on the basis of what is being said and done;
- participate in discussion about what is read, taking turns and listening to others;
- express views about reading.

Writing (Composition / Vocabulary, Grammar and Punctuation):

- Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally;
- sequence sentences to form short narratives;
- write for different purposes including about fictional personal experiences, poetry, non-fiction and real events;
- reread and evaluate writing to check it makes sense and make simple revisions;
- read writing aloud with appropriate intonation to make the meaning clear;
- use new and familiar punctuation correctly;
- use sentences in different forms;
- expand noun phrases to describe and specify;
- use past and present tense correctly and consistently;
- use simple conjunctions

Maths

Number and Place Value

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems.

Addition and Subtraction

- Pupils should be taught to:
- solve problems with addition and subtraction:
- using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
- a two-digit number and ones
- a two-digit number and tens
- two two-digit numbers
- adding three one-digit numbers
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.