

# The Half Term Ahead

## Year 2: Autumn 1

**Earth Charter links:** Life/Peace/Love  
**Big Question:** What is the local area like now and what was it like in the past?

**Launch Event:** Year 2 paper fashion show  
**Visits, visitors & trips:** King's Park  
**Finale Event:** Geography Week

Key dates	Home Learning Expectations																							
<p><b>Please put these dates in your diary:</b></p> <ul style="list-style-type: none"> <li>⇒ Key date 1 – Bring in yoghurt pots for science – <b>by Monday 23<sup>rd</sup> September</b></li> <li>⇒ Key date 2 – Eco Councillors and School Councillors Application Posters – <b>by Friday 20<sup>th</sup> September</b></li> <li>⇒ Key date 3 – Earth Charter Day – <b>Friday 27<sup>th</sup> September</b></li> <li>⇒ Key date 4 – King's Park Geography Visit – <b>Tuesday 15<sup>th</sup> October</b></li> <li>⇒ Key date 5 – Nativity – <b>Thursday 12<sup>th</sup> December</b></li> </ul> <p><b>'Reach for the Stars' – optional enrichment activities to enjoy with your child:</b></p> <ul style="list-style-type: none"> <li>⇒ Challenge 1: To celebrate National Poetry Week (3<sup>rd</sup> October 2024), find a poem to read out to the class or even write your own!</li> <li>⇒ Challenge 2: Find a picture from a book and write some expanded noun phrases to describe it. Remember they need a determiner (a, three, some, a few, the) an adjective and a noun.</li> <li>⇒ Challenge 3: As we have been learning about plants in science, try planting your own seeds and look after them to watch them grow.</li> <li>⇒ Challenge 4: Maths addition to 100 problem</li> </ul> <div style="border: 2px solid green; padding: 5px; margin-bottom: 10px;"> <p style="font-size: small; margin: 0;">Maths Mastery Addition and Subtraction Challenge Cards - Make 100!</p> <p style="font-size: x-small; margin: 0;">3. Can you fill in the missing numbers so that each row and column make a total of 100?</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr><td style="width: 33px; height: 33px;"></td><td style="width: 33px; height: 33px;"></td><td style="width: 33px; height: 33px;"></td></tr> <tr><td style="width: 33px; height: 33px;"></td><td style="width: 33px; height: 33px; background-color: #D9EAD3;">50</td><td style="width: 33px; height: 33px; background-color: #D9EAD3;">20</td></tr> <tr><td style="width: 33px; height: 33px; background-color: #D9EAD3;">10</td><td style="width: 33px; height: 33px;"></td><td style="width: 33px; height: 33px; background-color: #D9EAD3;">40</td></tr> </table> </div> <ul style="list-style-type: none"> <li>⇒ Challenge 5: Maths flexible partitioning problem</li> </ul> <div style="border: 2px solid green; padding: 5px;"> <p style="font-size: x-small; margin: 0;">Maths Mastery Addition and Subtraction Challenge Cards - Making Numbers</p> <p style="font-size: x-small; margin: 0;">The number 36 can be split in many different ways:</p> <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">36</td> <td style="border: 1px solid black; padding: 2px;">36</td> <td style="border: 1px solid black; padding: 2px;">36</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">30   6</td> <td style="border: 1px solid black; padding: 2px;">18   18</td> <td style="border: 1px solid black; padding: 2px;">20   16</td> </tr> </table> <p style="font-size: x-small; margin: 0;">6. How many different ways can you make the number 36?</p> </div>					50	20	10		40	36	36	36	30   6	18   18	20   16	<p><b>Reading every day: the power of 1:1 reading</b></p> <p>The expectation is that every child reads at home (or is read to by an adult) every day. Where it is such a key life skill, we feel this sits at the very top of our home learning priorities. This half term we would like the children to focus on their reading fluency. To support with this, please encourage your child to read a book multiple times to help improve this skill.</p> <p><b>Home Learning cycle: standardised deadlines</b></p> <ul style="list-style-type: none"> <li>⇒ The homework cycle begins on Friday</li> <li>⇒ All homework is due to be completed by Thursday morning of the next week.</li> </ul> <p><b>Tasks/activities in addition to reading at home daily:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #0070C0; color: white;"> <th style="width: 70%;">Activity</th> <th style="width: 30%;">Expectation</th> </tr> </thead> <tbody> <tr> <td>Doodle Maths</td> <td>3x 10min sessions a week</td> </tr> <tr> <td>Spellings</td> <td>Around 10 minutes a week via Spelling Shed</td> </tr> <tr> <td>'Times Tables Rockstars' (From the Spring Term)</td> <td>5x 10min sessions a week</td> </tr> </tbody> </table>	Activity	Expectation	Doodle Maths	3x 10min sessions a week	Spellings	Around 10 minutes a week via Spelling Shed	'Times Tables Rockstars' (From the Spring Term)	5x 10min sessions a week
	50	20																						
10		40																						
36	36	36																						
30   6	18   18	20   16																						
Activity	Expectation																							
Doodle Maths	3x 10min sessions a week																							
Spellings	Around 10 minutes a week via Spelling Shed																							
'Times Tables Rockstars' (From the Spring Term)	5x 10min sessions a week																							

# Curriculum Overview

Year 2	Autumn 1
Reading: Key Text	<p><b>Dinosaurs and all that rubbish</b> by Michael Foreman give / explain the meaning of words in context   retrieve and record information / identify key details from fiction and non-fiction   summarise main ideas from more than one paragraph   make inferences from the text / explain and justify inferences with evidence from the text   predict what might happen from details stated and implied   identify / explain how information / narrative content is related and contributes to meaning as a whole   identify / explain how meaning is enhanced through choice of words and phrases   make comparisons within the text</p> <p><b>The Tin Forest</b> by Helen Ward and Wayne Anderson give / explain the meaning of words in context   retrieve and record information / identify key details from fiction and non-fiction   summarise main ideas from more than one paragraph   make inferences from the text / explain and justify inferences with evidence from the text   predict what might happen from details stated and implied   identify / explain how information / narrative content is related and contributes to meaning as a whole   identify / explain how meaning is enhanced through choice of words and phrases   make comparisons within the text</p>
Writing & Grammar	<p><b>Poetry: Thinker: My Puppy Poet and Me</b> - Eloise Greenfield Language and Structure   Expanded Noun Phrases   Basic word families (verbs, adverbs, nouns, adjectives, determiners)   Capital letters, full stops, question marks, exclamation marks   Drafting and Revising</p> <p><b>Informative Writing: The Disgusting Sandwich</b> - Gareth Edwards Sentences with different forms   Tense   Expanded Noun Phrases   Commas in a list   Drafting and Revising</p> <p><b>Informative Writing: Lubna and Pebble</b> - Wendy Meddour Co-ordinating conjunctions   Understand the term 'clause'   Expanded Noun Phrases   Capital letters for proper nouns   Read aloud to share written pieces</p>
Spelling	Revisit alternative pronunciations of known graphemes   Recap Common Exception Words
Maths	<p><b>Number and Place Value</b> Numbers to 20   Count objects by 100 by making tens   Recognize tens and ones   Use a place value chart   Partition numbers to 100   Write numbers to 100 in words   Flexibly partition numbers to 100   Write numbers to 100 in expanded form   10s on the number line   10s and 1s on the number line to 100   Estimate numbers on a number line   Compare objects   Compare numbers   Order objects and numbers   Count in 2s, 5s and tens   Count in 3s</p> <p><b>Addition, subtraction, multiplication and division</b> Bonds to ten   Fact families addition and subtraction within 20   Related facts   Bonds to 100 (tens)   Add and subtract 1s   Add by making ten   Add three 1 digit numbers Add to the next ten   Add across a ten</p>
Science	<p><b>Plants:</b> Biology What is a seed?   Germination   Bulbs and growth   Fruit and vegetables</p>
RE	<p><b>Social Sciences:</b> Recap learned religions Where is religion in our local community?   Looking for evidence of lived religion in our local community</p>
PSHE	<p><b>Being Me in My World</b> Hopes and Fears   Rights and Responsibilities   Rewards and Consequences   Our Learning Charter</p>
PE	<b>Outdoor:</b> Mutliskills/Ball skills   <b>Indoor:</b> Gymnastics
Computing	<p><b>Computing systems and networks</b> Types of computers   Purpose of IT at home and in the community   Using IT safely in different environments   Privacy and Security   Online bullying</p>
Humanities	<p><b>Geography:</b> Mini Mappers Compass directions   Using scale to map a route   Drawing a route   Map symbols and keys   Fieldwork</p>
Art & DT	<p><b>Art:</b> Our school To use texture and printing to create artwork of areas around our school</p>
Music	Performance
MFL	Key Stage 1 children have a small amount of French learning (approximately 5 minutes per week) to begin to learn some key vocabulary and phrases, such as greetings, numbers, colours, classroom objects, body parts, clothes and family members. The children pick up the pronunciation easily at this age and with even a small amount of exposure to French, getting the children secure in speaking certain key phrases and vocabulary really helps the children with the transition to more substantial language learning.

