





Through the Keyhole

Year: 2

Term: Autumn Term 1

Tier 1 (known words)	Tier 2 (Sentence and visual)	Tier 3 (Specialist words)
Long ago...	<i>Shortcut: A different route that is shorter than the usual one taken.</i>	Compass direction– North, South, East and West
Wood	<i>That day she decided to take a shortcut.</i>	Feature
Pond	<i>Dell: A small valley, usually amongst the trees.</i>	Environment
Wrinkled	<i>There was a huge puddle in the dell.</i>	Sketch Map
Surprise		Route
Strange	<i>Drooped: Bend or hang downwards limply.</i>	Key
Staring	<i>The creature's small wings drooped.</i>	
		
	<i>Wise: Having or showing knowledge, experience or good judgement.</i>	



English (Objectives)

Reading:

- Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and classic poetry
- Discuss and clarify the meaning of words, linking new meanings to known vocabulary
- Identify, discuss and collect favorite words and phrases
- Make inferences on the basis on what is said and done
- Make predictions based on what has been read so far.
- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Explain and discuss their understanding of books and poems
- Activate prior knowledge and raise questions e.g. What do we know? What do we want to know? What have we learned?

Writing :

- Write about real and fictional events- recount letter and narrative
- Plan and discuss what to write about
- Select, generate and effectively use adjectives.
- Select, generate and effectively use nouns.
- Make simple notes from non-fiction texts, e.g. highlighting and noting key words.
- Secure the use of full stops, capital letters.
- Use question marks
- Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination)
- Use subordination for reason using because and if e.g. I put my coat on because it was raining. Because it was raining, I put on my coat.
- Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.
- Orally rehearse each sentence prior to writing.
- Learn to spell common exception words
- Form lower-case letters of the correct size relative to one another.
- Orientate capital letters correctly. Use capital letters appropriately
- Write capital letters and digits of the correct size relative to one another and to lower case letters.
- Use spacing between words which reflects the size of the letters.

Maths (Red Rose Maths)

Week 1— Number and place value

Week 2— Number and place value

Week 3— Length and mass/weight

Week 4— Addition and subtraction

Week 5— Addition and subtraction

Week 6— 2d and 3d shapes

Week 7— Re-visit key concepts

Science (Objectives) – Animals, including humans

Skills:

- asking relevant questions and using different types of scientific enquiries to answer them
- identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.

Knowledge:

- 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.

Humanities (Geography)

Locational and Place Knowledge

- Name and locate significant places in their locality

Geographical Skills: Enquiry and Investigation/Fieldwork

- Ask and answer simple geographical questions when investigating different places and environments.
- Develop simple fieldwork and observational skills when studying the geography of the school and local environment

Mapping

- Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)
- Begin to understand the need for a key.
- Use class agreed symbols to make a simple key.
- Follow a route on a map

R.E (unit) - Lancashire Agreed Syllabus

Christianity (God)

Does how we treat the world matter?

Arts (Art/DT)

Exploring and Developing Ideas

- Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.

Drawing Skills

- Record and explore ideas from first hand observations.
- Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.
- Control the types of marks made with the range of media.
- Name, match and draw lines/marks from observations.
- Invent new lines.
- Draw on different surfaces with a range of media.
- Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.
- Investigate textures by describing, naming, rubbing, copying

Printing

- Print with a range of hard and soft materials e.g. corks, pen barrels, sponge.
- Make simple marks on rollers and printing palettes.
- Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils.
- Build repeating patterns and recognise pattern in the environment.
- Create simple printing blocks with press print.
- Design more repetitive patterns.
- Experiment with overprinting motifs and colour.
- Make rubbings to collect textures and patterns.

Evaluating

- Review what they and others have done and say what they think and feel about it.
- Identify what they might change in their current work or develop in future work.

Music

Charanga– Hands, Feet, Heart

Computing (NCCE Computing)

Focus: Uses of technology around us, how information technology helps us, using technology safely and recognising that choices are made when using information technology

Health

PSHE (Unit)

- about routines and habits for maintaining good physical and mental health
- why sleep and rest are important for growing and keeping healthy
- that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies
- how to describe and share a range of feelings
- ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others
- how to manage big feelings including those associated with change, loss and bereavement
- when and how to ask for help, and how to help others, with their feelings

P.E (Unit)

Gymnastics/Dance