






# Me, Myself and I

Year: 2

Term: Autumn Term 2

Tier 1 (known words)	Tier 2 (Sentence and visual)	Tier 3 (Specialist words)
<p>Building</p> <p>School</p> <p>Primet Primary</p> <p>Similarity</p> <p>Difference</p> <p>Past</p> <p>Present</p> <p>Older</p> <p>Newer</p> <p>Changes</p>	<p>Observe: To notice something and realise that it is significant.</p> <p><i>She observed that the seats were all full.</i></p>  <p>Evidence: Facts or information to show that something is true</p> <p><i>The police found evidence that there had been a burglary</i></p>  <p>Witness: A person who sees an event take place.</p> <p><i>The police are looking for witnesses to the accident.</i></p> 	<p>Significant</p> <p>Local</p> <p>Century</p> <p>Change</p> <p>Source</p>



## English (Objectives)

### Reading:

- Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.
- Activate prior knowledge and raising questions e.g. what do we know? What do we want to know? What have we learned?
- Make contributions in whole class and group discussion.
- Make inferences about characters and events using evidence from the text.
- 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 predictions based on what has been read so far.
- Explain and discuss their understanding of books

### Writing:

#### Vocabulary and Grammar

- Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination)
- Use sentences with different forms: **statement**, question, **command**, exclamation.
- Use past tense for narrative
- Select, generate and effectively use verbs.
- Select, generate and effectively use nouns
- Select, generate and effectively use adjectives
- Identify, generate and effectively use noun phrases
- Select, generate and effectively use adverbs.
- Use subordination for time using when, before and after
- 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.

#### Punctuation

- Secure the use of full stops, capital letters, exclamation marks and question marks.
- Use apostrophes for contracted forms e.g. don't, can't, wouldn't, you're, I'll.

#### Planning, Drafting and Writing

- Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas.
- Orally rehearse each sentence prior to writing.
- Begin to develop a positive attitude to writing.
- Begin to develop stamina for writing in order to write at length.
- Write about fictional events.
- Use specific text type features to write for a range of audiences and purposes e.g. to instruct, to entertain.

#### Evaluating and editing

- Begin to edit and improve own writing in relation to audience and purpose.
- Evaluate their writing with adults and peers

#### Spelling

- Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.
- Learn new ways of spelling phonemes for which one or more spellings are already known.
- Learn to spell common exception words.
- Learn to spell more words with contracted forms, e.g. can't, didn't, hasn't,

## Maths (Red Rose Maths)

Week 1— Counting, multiplication and sorting

Week 2— Statistics

Week 3— Assessment Week

Week 4— Fractions

Week 5— Capacity and Volume/money

Week 6— Time

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 (History)

### Chronology

- Place 3 or 4 events or objects in order using common phrases to show the passing of time
- Uses additional words and phrases such as before, now, after, later, a long time ago
- Recognise that their own lives are similar/different from the lives of people in the past
- Identify some similarities and differences between ways of life at different times.

### Communication

- Use historical concepts such as now/then and same/different when making simple connections and noting contrasts
- Choose and use parts of stories and other sources to show understanding
- Annotate photographs

### Sources

- Uses a source to ask questions e.g. why, what, who, how, where?

Uses a source to answer simple questions about the past

Consider why things may change over time

### Knowledge

- To describe significant places in the pupils' own locality (Our School)

## R.E (unit) - Lancashire Agreed Syllabus

### Christianity (Jesus)

Why do Christians say that Jesus is 'The Light of the World'?

## Arts

## Art/DT

DT- Figure drawing with proportions using wooden figures developed into clay

### Drawing

- 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.
- Observe and draw shapes from observations.
- Investigate tone by drawing light/dark lines, light/dark shapes.

### Painting

- Use a variety different brush sizes and types.
- Mix and match colours to objects.
- Work on different scales.
- Name different types of paint and their properties; e.g. watercolours/ready mix.
- Identify primary and secondary colours by name.
- Mix primary shades and tones.

### 3-D Clay

- Manipulate malleable materials in a variety of ways including rolling and kneading.
- Manipulate malleable materials for a purpose, e.g. to make a sculpture.
- Change the surface of a malleable material.
- Understand the safety and basic care of materials and tools.

### 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

Sing Up- Creepy Castle/Magical Musical Aquarium

## Computing (NCCE Unit)

Digital Photography

## Health

## PSHE (Unit)

- how to be a good friend, e.g. kindness, listening, honesty
- about different ways that people meet and make friends
- strategies for positive play with friends, e.g. joining in, including others, etc.
- about what causes arguments between friends
- how to positively resolve arguments between friends
- how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else
  - when and how to ask for help, and how to help others, with their feelings

## P.E (Unit)

Gymnastics