





Through the Keyhole

Year: 2

Term: Autumn Term 1

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



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.
- 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)
- Segment spoken words into phonemes and represent these by graphemes, spelling some 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

Sing Up– Tony Chestnut

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)

- Showing good manners
- How to share ideas listen to others and take part in discussion
- Things in common with friends and classmates
- Friends can have similarities and differences
- How to be a good friend (kind, listen, honest, sharing experiences)

P.E (Unit)

Gymnastics/Dance