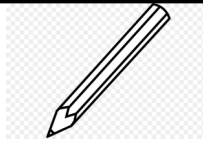




# Year Two —Autumn

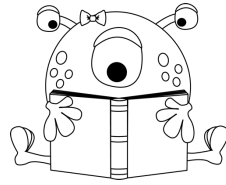


## As Writers we will...



We will discover a porridge themed crime scene before creating wanted posters to catch the golden haired culprit! After interviewing **Goldilocks** we will write an apology to three bears. We will then write our own version of **Goldilocks and Just One Bear**. When we are reading **Jim and the Beanstalk** we learn to use the co-ordinating conjunctions but, or, and to write captions for the illustrations. We will create a story map and use it to retell the story to a friend. We will consider different sentence types and continue to apply our phonics knowledge when spelling words. We will use this knowledge to help us write a sequel and then a thank you letter from the Giant. Next we will read the book **The Journey Home**. We will learn to write and punctuate questions. We will then plan and write our own version of the story with our own endangered animal choices.

## As Readers we will...

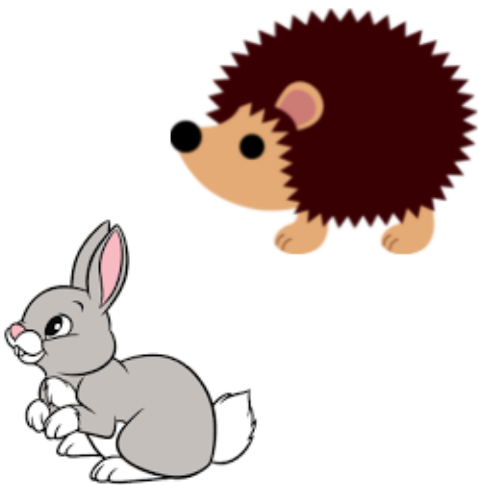


Linked to our writing, we will read different versions of **Goldilocks and the Three Bears** and sequence pictures from one version of the beginning, middle and ending of the story. We will compare different versions of the story and say which we prefer. We will continue with traditional tales and their alternative versions by reading **Jim and the Beanstalk**. We will make predictions at different points in the story and infer characters thoughts and feelings. After that we will study the front cover of the book **Lila and the Secret of Rain** and predict what the story might be about. After reading the story we will act it out and infer characters thoughts and feelings. After that we will read **The Journey Home**, we will also read information texts about endangered animals and retrieve facts about them.

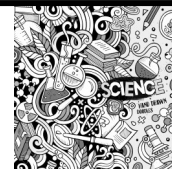
## As Mathematicians we will...



Develop our fluency when working with numbers up to 20 and ensure we are clear on the difference between 'teen' and 'ty' numbers. We will then build our place value knowledge by reading, writing, ordering and comparing numbers up to 100, using knowledge of their tens and ones. We will add and subtract ones and tens to/from a 2-digit number mentally and add and subtract two 2-digit numbers up to 100, using concrete resources and pictorial representations (jottings) to support us, especially when crossing tens. Finally, we will rec ap our knowledge of reading the time on a clock, including O'clock and half past; quarter past and quarter to the hour.

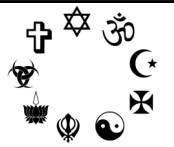


## As Scientists we will...



Begin to sort plants and animals that we know, using our prior knowledge. We will learn more about classifying. We will discover how paper is made from wood and have a go at making our own. We will explore how light travels and categorise sounds by different criteria.

## As Thinkers we will...



Be discussing how to keep ourselves and others safe. We will be exploring the concept of special and looking at special books. We will also be looking at the concept of Journeys and the Christmas journey.

## As Artists we will...



Be exploring ideas and collecting visual information from artists. We will be creating pattern, movement and texture using pencils. We will look at the work of Van Gogh and recreate some of his famous artwork.

## As Athletes we will...



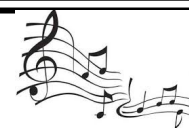
Learn to understand how physical activity and exercise can improve well-being. Alongside that, we will be working in partnership with Superstar Sports to deliver exciting and comprehensive PE lessons to inspire all our children to enjoy and succeed in competitive sports.

## As Designers we will...



We will be exploring mechanisms and axles, exploring how model vehicles are made and discuss our likes and dislikes. We will explore where food comes from and learn how to cut and hygienically prepare a smoothie. We will evaluate our product.

## As Musicians we will...



Continue to develop our singing and begin to use musical terms such as dynamics, melody, rhythm and pulse.

## As Historians we will...



Looking at explorers of the past. We will compare and contrast the explorers Christopher Columbus and Neil Armstrong and why they are seen as significant people. We will look at their journeys and we will be considering who should be crowned the bravest explorer!

## As Computer Scientists we will...



learn to recognise that different devices can be used to capture photographs. We will experiment with taking photographs in both portrait and landscape and discuss why one may be beneficial in certain situations. We will gain experience capturing, editing, and improving photos. Finally, we will use this knowledge to recognise that images we see may not be real.

## As Geographers we will...



Compare landmarks from within the UK—Southampton and London using the Queen's hat story as a hook. We will be comparing the physical features of the River Itchen and the Thames and looking at the importance of the port of Southampton. A visit to mayflower park to see the docks or even a trip to our capital London would help the children put this knowledge in context.