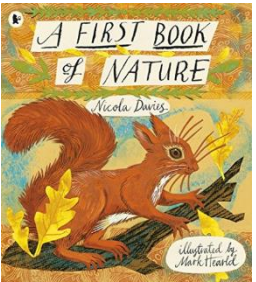


## Curriculum Information

Term: Autumn Term 2

Class/Year Group: Year 2 and Year 1/2 Wingfield



Inspiration/Theme: Autumn and winter – Why do things change?		Outcome of learning: Autumn poem, historical diary entry	
Core texts/artefact/film	Provocation	Display outcomes	Topic specific speaking frames
 <p>A First Book of Nature by Nicola Davies                  Fantastic Mr Fox by Roald Dahl                  The Owl Who Was Afraid of the Dark by Jill Tomlinson.</p> <p><u>Spine Text</u>                  The Hodgeheg by D King Smith.</p>	<p><u>Hook/Super Starter</u>                  ‘All about autumn’ mood board.</p> <p><u>Trips/Visitors/Marvellous Middle</u>                  Westonbirt Arboretum.</p> <p><u>Celebration/Fabulous Finish</u>                  Christmas Performance                  Share our historical diaries with another year group.</p>	<p>Stories/poems/art on display at the end of term.                  Poems to be displayed in the school to share with everyone.</p>	<p><b>Language of deduction</b>                  I think that... because...                  This happened...because                  I know this...  <i>What do you think happened and how do you know that?</i></p> <p><b>Language of evaluation</b>                  I think..... because....                  Next time I could....                  I found .....hard/easy because....                  I like..... because.....</p>
Topic Display	Book Corner	Home Learning	
<p><u>Key questions</u></p> <ul style="list-style-type: none"> <li>Why do things change?</li> <li>How do things change?</li> <li>What do you notice about...?</li> <li>Is change a bad thing?</li> </ul> <p><u>Key images/artefacts</u></p> <ul style="list-style-type: none"> <li>Images of autumn and winter</li> <li>Copies of poems from core text</li> <li>Leaves, conkers, twigs</li> </ul> <p><u>Key vocabulary</u>                  Autumn, winter, seasons, changes, hibernation.</p>	<p><b>Year 2 Author Focus throughout the year will be: Roald Dahl</b></p> <p><u>Key Texts</u>                  Poems about nature and seasons, non-fiction texts about seasons and nature.</p> <ul style="list-style-type: none"> <li>Toby and the Great Fire of London by Margaret Nash</li> <li>The Great Fire of London by Emma Adams</li> </ul> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> <li>Which is your favourite season? Why?</li> <li>What is a contents page used for?</li> <li>Can you find information about...?</li> </ul> <p><u>Key images/artefacts</u></p> <ul style="list-style-type: none"> <li>Photocopies of illustrations from Nicola Davies’ First Book of Nature.</li> <li>Maps of London before and after the Great Fire of London</li> </ul>	<p><b>Weekly Home Learning:</b></p> <p>Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday.</p> <p>Practise reading and spelling the key vocabulary that you will be using this term (Do you know what these words mean?). This will help you with your writing.</p> <p>Sustain reading your book for at least 15 minutes every day. Don’t forget to record your reading in your Reading Log.</p> <p>Log on to Times Table Rock stars and practise your 2, 5 and 10 times tables.                  We will be setting a new Super Six Challenge for term 2, but if you want to get started early over the half term break why not:</p> <ul style="list-style-type: none"> <li>Visit the library and borrow some books about the Great Fire of London</li> <li>Go on a welly walk and find some Autumnal objects.</li> </ul>	

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English	Maths	Science	PE
<p><b>Key Learning:</b> Children will create an Autumn themed poem, write a recount of our class trip to Westonbirt and create a historical diary entry.</p> <p><b>Key Skills:</b> <i>Writing:</i></p> <ul style="list-style-type: none"> <li>Consider what we are going to write by planning or saying our ideas out loud.</li> <li>Create expanded noun phrases.</li> <li>Identify and write questions, commands and exclamation sentences.</li> <li>Develop stamina for writing.</li> <li>Make simple additions, revisions and corrections by evaluating their writing with the teacher and other pupils.</li> </ul> <p><i>Reading:</i></p> <ul style="list-style-type: none"> <li>Express reasoned opinions about what is read and compare texts.</li> <li>Discuss the sequence of events and how items of information are related.</li> <li>Discuss favourite words and phrases.</li> <li>Check the text makes sense and self-correct.</li> <li>Predict what might happen.</li> </ul> <p><b>Key Vocabulary:</b> Poem, verse, rhyme, alliteration.</p>	<p><b>Key Learning:</b> Children will be able to solve problems using multiplication and division.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Recall multiplication and division facts for the 2, 5 and 10 times tables including division.</li> <li>Subtract numbers, using concrete objects, pictorial representations and mentally, including regrouping and renaming.</li> <li>Use concrete objects to group and share amounts equally.</li> </ul> <p><b>Key vocabulary:</b> Multiply, divide, groups of, share, equally, odd, even.</p>	<p><b>Key Learning:</b> Children will investigate the properties and suitability of everyday materials in relation to building houses.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Compare everyday materials.</li> <li>Identify properties of materials.</li> <li>Evaluate the suitability of certain materials for a specific purpose.</li> </ul> <p><b>Key Vocabulary:</b> Material, properties, flammable, suitability, flexible, rigid, brittle, strong.</p>	<p><b>Key Learning:</b> Children will evade opponents (e.g. in tag games) and run with others without bumping into them. Children will be able to skip at various speeds and skip with a rope.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Accept decisions made by officials.</li> <li>Understand simple tactics such as attacking and defending in simple games (rather than sports).</li> <li>Be able to skip.</li> </ul> <p><b>Key Vocabulary:</b> Referee, attack, defend opponent, decision, rhythm, skip.</p>
Art	RE	Music	History
	<p><b>Key Learning:</b> Children will understand how special the Torah is for the Jewish faith and the role of the Torah in Jewish daily life.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Identify the first five books of the Hebrew Bible.</li> <li>Suggest answers to questions in response to the Jewish teachings on the Torah.</li> </ul>	<p><b>Key Learning:</b> Children will learn three songs to perform at their Christmas performance, including actions. Use songs about Autumn and Winter to link with their class topic focussing on singing in parts.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Successfully learn songs by memory and perform to an invited audience.</li> </ul>	<p><b>Key Learning:</b> Children will use their knowledge of the Great Fire of London to create a historical diary entry.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Pose and find answers to their own historical questions about historical objects and events.</li> <li>Research a famous event that happens in Britain and why it has been happening and its historical context (Bonfire Night).</li> </ul>

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	<p><b>Key Vocabulary:</b> Law, Torah, Moses, Synagogue, Jewish, Jew, faith.</p>	<ul style="list-style-type: none"> <li>Use actions to convey the emotion and storyline. Include simple percussion as an accompaniment.</li> <li>Sing in parts.</li> <li>Sing and perform accompanying songs with simple percussion parts.</li> </ul> <p><b>Key Vocabulary:</b> Percussion, accompany.</p>	<ul style="list-style-type: none"> <li>Say at least two ways they can find out about the past, for example using books and the internet</li> <li>Identify how people tried to prevent the Great Fire of London</li> <li>Compare and contrast historical objects with modern day equipment.</li> </ul> <p><b>Key Vocabulary:</b> Artefact, historical, sources of information.</p>
Computing	PSHE	DT	MFL
<p><b>Key Learning:</b> Children will create and debug simple programmes. Children will use logical reasoning to predict the behaviour of simple programs.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> </ul> <p><b>Key Vocabulary</b> Algorithm, program, logical, unambiguous.</p>	<p><b>Key Learning:</b> Children will know about ways we can keep safe and look after our wellbeing.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Identify different situations when you feel safe/unsafe</li> <li>Identify situations when you need to say yes/no</li> <li>Suggest actions for dealing with unsafe situations and know who to ask for help</li> <li>Explain what privacy means and give examples of different types of private information.</li> </ul> <p><b>Key Vocabulary</b> Privacy, safe, unsafe.</p>	<p><b>Key Learning:</b> Children will plan, design and create a moving picture using a slider or lever mechanism.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Know about the movement of simple mechanisms</li> <li>Design purposeful, functioning products that appeal to themselves and other users based on a design criterion.</li> <li>Perform the practical skills of cutting, shaping, joining and finishing to produce a final product that follows the design criteria.</li> <li>Incorporate the mechanisms levers and sliders into a design.</li> </ul> <p><b>Key Vocabulary</b> Mechanism, criteria, levers, sliders.</p>	
Geography			