

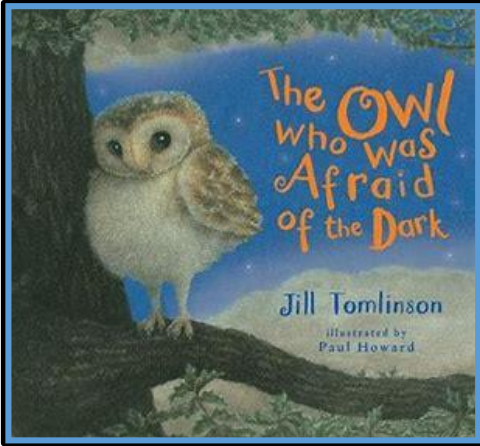
Writing Outcome:

Children will write a fact sheet (Non-chronological report) about owls using information gathered from the text. They will be provided opportunities to best represent the information in different ways for example, in the choice of layout and subheadings.

Pathways to Write keys.

Gateway keys:

- Sequence sentences to form short narratives.
- Join words and clauses by using the conjunction 'and'.
- Use the subordinate clause 'because'.
- Add suffixes to verbs where no change is needed to the root word.
- Write expanded noun phrases to describe and specify.



Pathways to Write keys

Mastery Keys:

- Use co-ordination conjunctions 'but' and 'or'.
- Add -ly to turn adjectives into adverbs.
- Write for different purposes.
- Use commas to separate items in a list.

Pathways to Write keys.

Feature Keys

- Specific vocabulary linked to the topic.
- Clear and precise descriptions.
- Present tense.
- Included non-fiction features such as title, sub-headings, introduction, grouped information and facts from research.



The Owl and the Pussycat
By Edward Lear

About the poem:

"The Owl and the Pussycat" is a poem by Edward Lear, first published in 1870 America

Writing Outcome:

To write the first verses of a new poem based on The Owl and the Pussycat.

Pathways to Write keys.

Gateway Keys:

- Learn a poem.

Pathway Keys:

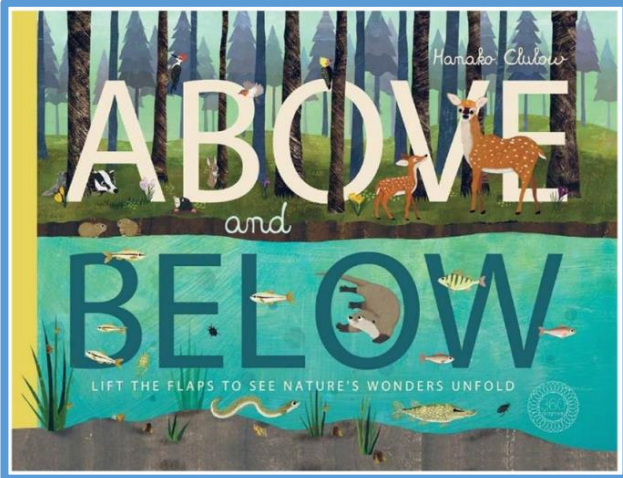
- Compare similar poems.
- Collect vocabulary and ideas.

Writeaway Keys:

- Plan and share with a friend.

Poetry Keys:

- Experiment with words e.g. alliteration, humour.
- Use adventurous word choices of nouns, adjectives and verbs to describe observations.
- Use structured language patterns, including simple repeating phrases.



Above and Below
by Hanako Clulow

Additional texts:

Five Little Owls by
Anonymous (from I am
the Seed that Grew the
Tree by Fiona Waters)
Autumn

Key Skills:

Children will be able to:




- Predict what might happen on the basis of what has been read so far.
- Learn new vocabulary.
- Discuss and clarify the meaning of words, linking new meanings to known vocabulary.
- Learn how to read and retrieve information to answer and ask questions about the text.
- Discuss their favourite words and phrases from the book.
- Discuss the sequence of events in a book and how items of information are related.
- Learn how to make simple inferences on the basis what is being said and done.

About the book:


Lift the lid on eight animal habitats to see the extraordinary natural stories that happen above and below the surface. From the rainforest to the ocean and the macro to the micro, lift the flap to explore the fascinating relationships occurring in each of the world's ecosystems.

About the Author:

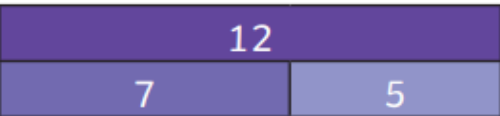
Hanako Clulow is a freelance illustrator whose artwork draws upon a wide range of interests such as nature, animals, psychology and her native Japanese culture.

Key Vocabulary	Addition and Subtraction Bonds to 20	
Add		$15 + 5 = 20$
Total		$20 - 5 = 15$
Make		$20 - 15 = 5$
Plus		
Sum		
More		
Altogether		$4 + 3 = 7$
Difference		
Leave		
Subtract		
Difference between		
Less		
Minus		
Take away		
Mentally, Orally		
Column Addition		
Column Subtraction		
Estimate		
Inverse operation		
Solve problems		
Number facts		
Place Value		
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Addition and Subtraction Bonds to 20



$15 + 5 = 20$
 $20 - 5 = 15$
 $20 - 15 = 5$



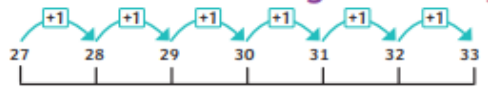
$7 + 5 = 12$
 $12 - 5 = 7$
 $12 - 7 = 5$



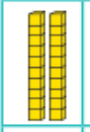



$15 - 7 = 8$

Methods

Add 2-digit and 1-digit



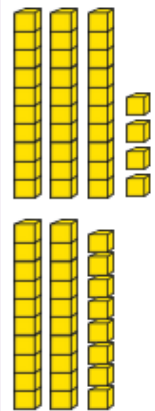
$27 + 6 = 33$

Tens	Ones
	
	

Add 2-digit numbers

$34 + 28 = 62$

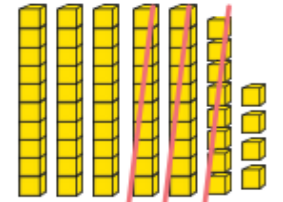
3 tens and 4 ones
add
2 tens and 8 ones
equals
5 tens and 12 ones
becomes
6 tens and 2 ones




Subtract 2-digit numbers

$62 - 28 = 34$

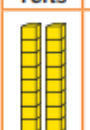



6 tens and 2 ones becomes
5 tens and 12 ones subtract
2 tens and 8 ones equals
3 tens and 4 ones



Subtract 1-digit from 2-digit





$33 - 6 = 27$

Tens	Ones
	
	

Addition and Subtraction Bonds to 100

$2 + 8 = 10$
so $20 + 80 = 100$





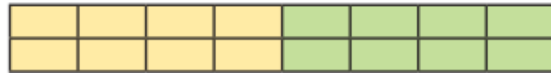
$32 + 68 = 100$
3 tens and 2 ones + 6 tens and 8 ones
= 9 tens and 10 ones = 10 tens = one hundred

Mental Methods

Compare Number Sentences



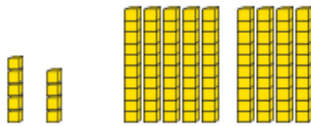
$$6 + 4 < 6 + 5$$



$$5 + 3 = 6 + 2$$

Related facts

$$5 + 4 = 9 \text{ so } 50 + 40 = 90$$



Add 3 1-digit numbers



$$9 + 5 + 3 = 17$$

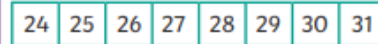
More or Less/ Add and Subtract 1s and 10s

Add and subtract 1s

$$24 + 1 = 25$$

$$24 + 2 = 26$$

$$24 + 3 = 27$$



$$37 - 1 = 36$$

$$37 - 2 = 35$$

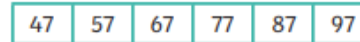
$$37 - 3 = 34$$



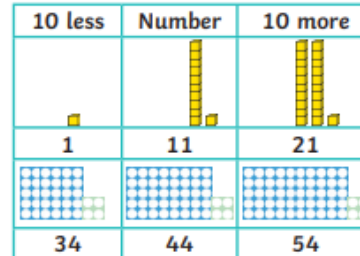
There are 7 flowers in a vase. One more is added. Now there are 8 flowers.



10 More or Less



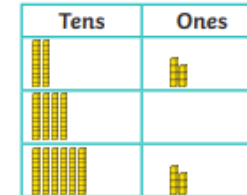
The ones digit stays the same.



Take care when crossing hundreds:



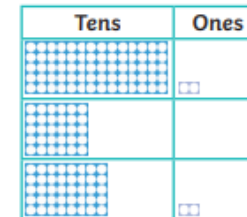
Add and Subtract 10s



$$27$$

$$+ 40$$

$$67$$

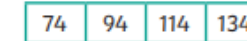


$$72$$

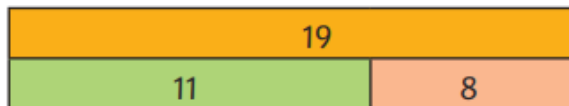
$$- 30$$

$$42$$

Crossing hundreds:



Check Calculations



$$19 - 8 = 11 \text{ can be checked using } 8 + 11 = 19$$


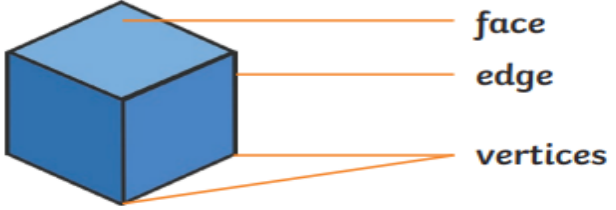
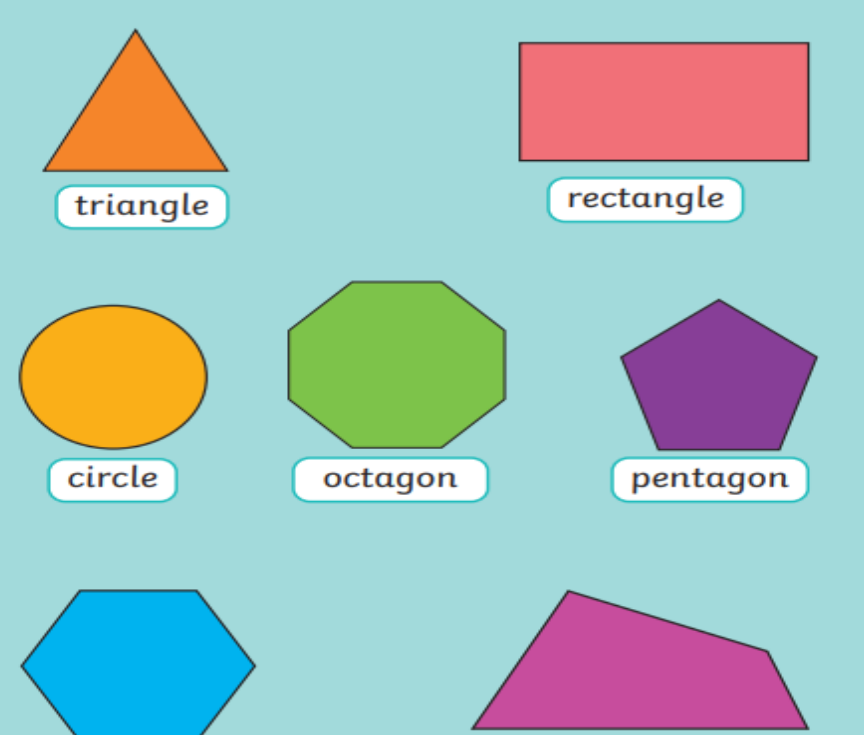
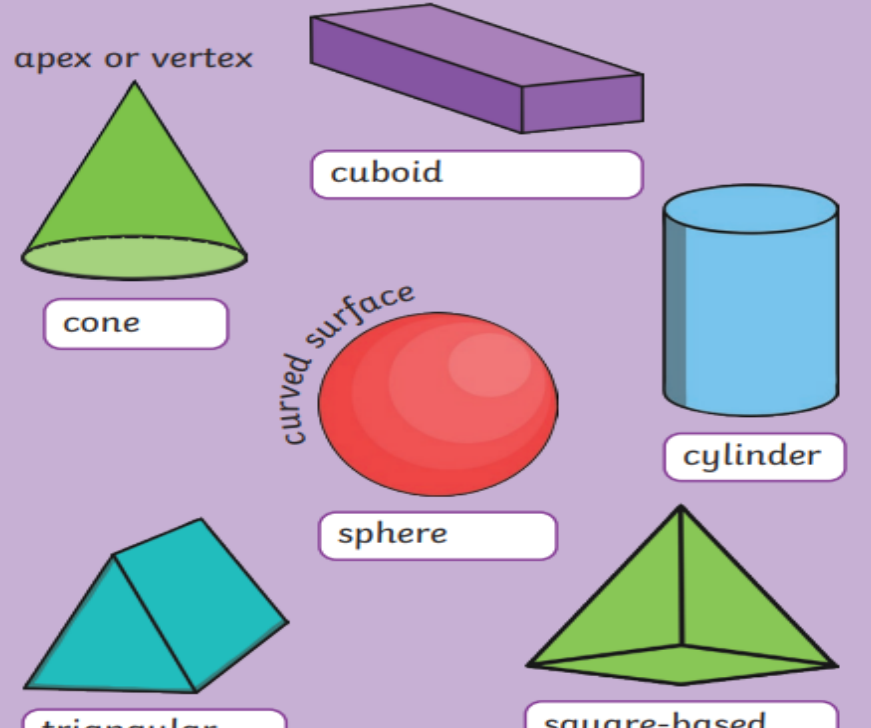



$32 + 5 = 82 \times$ Spot that 5 tens have been added not 5 ones

$28 - 26 = 12 \times$ Spot that 28 and 26 are very close together, so difference won't be 12.

$37 - 4 = 41 \times$ Spot that if subtracting 4 the answer will be smaller.

$68 - 40 = 64 \times$ Spot that 4 ones have been subtracted and not 4 tens.

Key Vocabulary	Recognise and Describe 2D Shapes	Recognise and Describe 3D Shapes
two-dimensional (2D)	 <p>square</p>	 <p>cube</p>
three-dimensional (3D)		
flat		
solid		
corner		
apex		
vertex		
vertices		
side		
edge		
face	 <p>triangle</p> <p>rectangle</p> <p>circle</p> <p>octagon</p> <p>pentagon</p> <p>hexagon</p> <p>quadrilateral</p>	 <p>apex or vertex</p> <p>cuboid</p> <p>cone</p> <p>curved surface</p> <p>sphere</p> <p>cylinder</p> <p>triangular prism</p> <p>square-based pyramid</p>
curved		
straight		
round		
line of symmetry		
vertical		
pattern		
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Crucial Knowledge - Math's – Properties of shapes

Year 2 Computing – Autumn 2 E-safety



Unit: 2.2 Online Safety

Key Learning

- To know how to refine searches using the Search tool.
- To use digital technology to share work on Purple Mash to communicate and connect with others locally.
- To have some knowledge and understanding about sharing more globally on the Internet.
- To introduce Email as a communication tool using 2Respond simulations.
- To understand how we should talk to others in an online situation.
- To open and send simple online communications in the form of email.
- To understand that information put online leaves a digital footprint or trail.
- To identify the steps that can be taken to keep personal data and hardware secure.

Attachment

A computer file sent with an email.

Filter

A feature of search engines, where a user can filter results according to criteria. For example, news, date published.

Private information

This is personal information that should be kept secure. For example, their date of birth, their full address, credit card numbers.

Key Vocabulary

Digital footprint

The information about a person that exists on the Internet as a result of their online activity.

Internet

A way to send information from one computer to another anywhere in the world using technology such as phones, satellites and radio links.

Search

Look for information (in a database or the World Wide Web) using a search engine.

purple
mash



Sharing

Sharing



2Email

Email

Messages distributed by electronic means from one computer user to one or more people.

Personal information

This is information that is personal to someone. For example, their favourite food, their name and age.

Secure

Users online should take steps to help keep their personal and private information secure.

Sharing

Post or repost (something) on a website.

Year 2 Science - Autumn Term - Plants

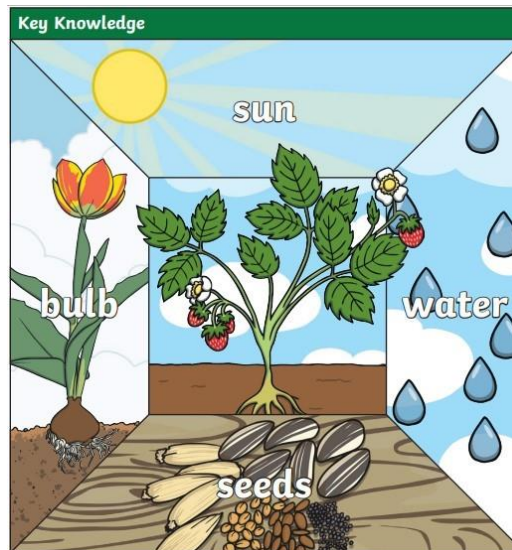
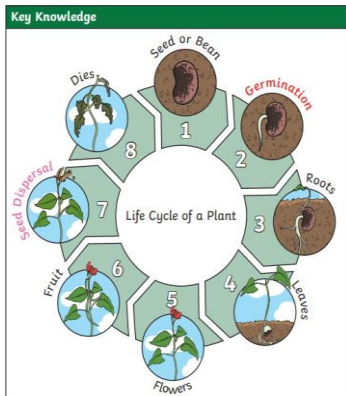
Crucial Knowledge



In this unit children have the opportunity to closely study plants and trees in the natural environment, taking measurements and making observational drawings. Children plant a seed and a bulb and compare them as they grow. They record changes in their plants in words and pictures, take measurements throughout the unit and finally draw bar charts to show the growth of the two plants. Children set up a comparative experiment to observe what plants need to grow well, and watch the germination process first hand by growing cress. Children begin to learn about plants we eat, and understand that farming involves creating the right conditions for food crops to grow.

Lesson breakdown -

1. Observing plants
2. Seeds and bulbs
3. Life cycles
4. What do plants need?
5. Plants we eat
6. How do different plants grow?



Key Vocabulary

germination	When the conditions are right, the seed soaks up water and swells, and the tiny new plant bursts out of its shell. This is called germination .
sprout	When a plant sprouts , it grows new shoots .
shoot	A shoot grows upwards from the seed or plant to find sunlight .
seed dispersal	Seed dispersal is when the seeds move away from the parent plant. They can be moved by the wind or animals.

Key Vocabulary

What do plants need to grow well?

sunlight	All plants need light from the sun to grow well. Some plants need lots of sunlight . Some plants only need a little sunlight .
water	All plants need water to grow. Without water , seeds and bulbs will not germinate .
temperature	Temperature is how warm or cold something or somewhere is. Some plants like cooler temperatures and some like warmer temperatures .
nutrition	Food or nourishment. Plants make their own food in their leaves using sunlight .

At the farm

Human and physical geography

I know the difference between arable, dairy and livestock farming:

Arable: growing crops on land

Dairy: farming cows to produce milk

Livestock: breeding animals such as sheep, cows and pigs

I know how the different seasons affect life on a farm and can explain what happens on a farm in the different seasons:

Spring: crops are planted

Summer: looking after crops

Autumn: harvesting

Winter: animals are fed indoors

Year 2 Geography – Autumn 2



I can describe how living on a farm is different from living in a town:

A farm is in a RURAL area, surrounded by fields.

The farm may be close to or be part of a village.

The farm may be close to small shops.

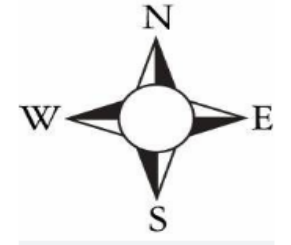
The roads near a farm may be narrower and quieter than the busy main roads of a town or city.

Geographical skills and fieldwork

I can use an aerial photo to identify features such as buildings, fields and roads.

I can use a map with a simple key to identify features of a farm such as different buildings and fields.

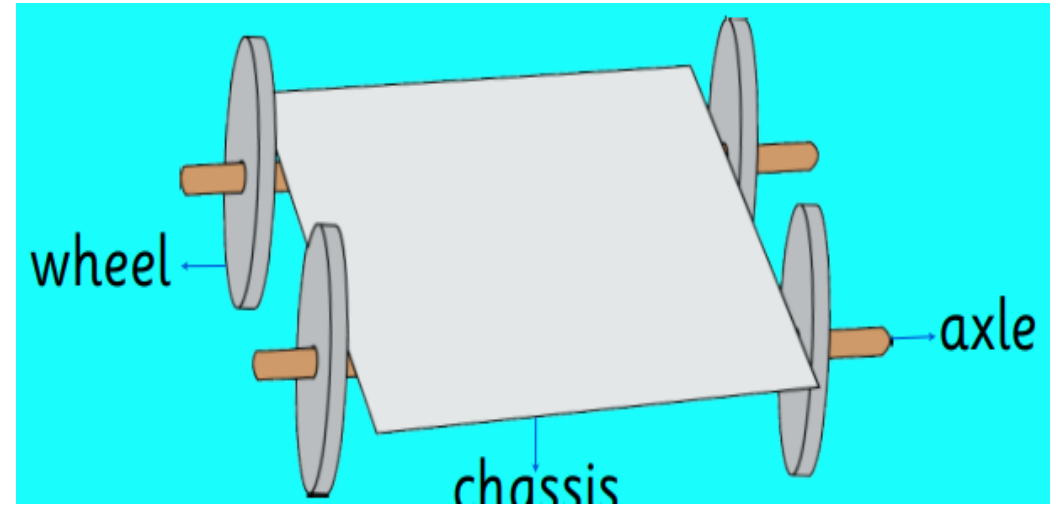
I know what the four points of a compass are (North, East, South, West) and I can use the four compass points to describe where something is on a simple map.



Year 2 Design and Technology - Vehicles

Design

- ◆ I can design a vehicle with wheels, axles and chassis, as well as a body.
- ◆ I can follow a design to make a moving vehicle.
- ◆ I know what an axle is (a rod that helps a wheel rotate).
- ◆ I know what a chassis is (the base of a vehicle).
- ◆ I can investigate a range of vehicles, identifying and labelling their features.



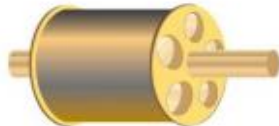
Types of wheels



Wood/card/
MDF



Plastic



Cotton reels



Foam covered reels

Plus glue or
masking tape

Evaluate

- ◆ I can evaluate my finished moving vehicle.

Make

- ◆ I can explore different ways of using axles, chassis and wheels to create a moving base.

What was your favourite part about making your vehicle?



What did you find most difficult about making your vehicle?

