

Year 2 English—Autumn 1

Fiction

Title: Troll Swap

Author: Nathan BryonLeigh Hodgkinson

Summary: 'Timothy Limpet is a hairy troll who lives somewhere far away. Tabitha Lumpit is a little girl who lives in a house with her mummy and daddy. Until one day Timothy and Tabitha swapped places...'

Punctuation

Capital letter to start sentences, for names & personal pronoun 'I'.
Full stops to end sentences. Spaces between words. Full stop & question marks at the end of sentences / questions.

Grammar

Join sentences using 'and'.
Plural suffixes: Adding 's' and 'es'.

Non-fiction

Title : Animal factfile

Summary: Research and write facts about animals which we will be studying in Science

Also: Letter, diary.

Grammar

Join sentences using 'and'.
Plural suffixes: Adding 's' and 'es'.
Present tense verbs.

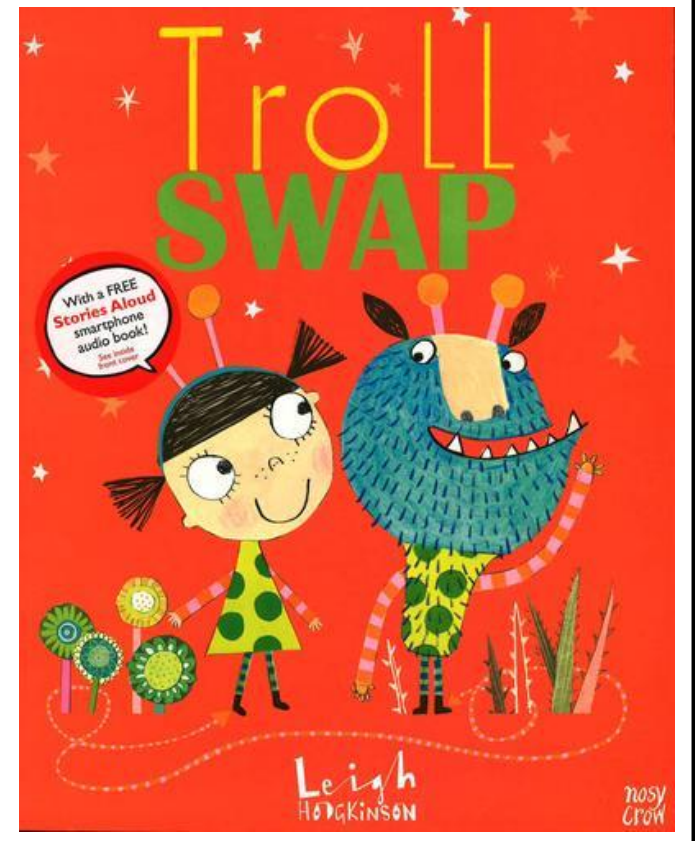
Reading and Spelling words

Y1 common exception—my, he, me, she, be, we, into, one, was, want, when, you, house, go, the, to, no

Y2 common exception—every, find, friend, would, clothes, everybody

Vocabulary

Troll
swap
body
hairy
creatures
mucky
squelchy
heebie-jeebies
polite
loopy
foghorn
disgusting
impossible
manners
dull
boring
special




Year 2 Math's - Autumn 1

Place Value


- Count in 2s, 3s and 5s from 0, and in 10s from any number.
 - 2, 4, 6, 8, 10, __, __, __
 - 15, 20, 25, 30, __, __
 - 90, 80, 70, __, __, __
 - 21, 18, 15, __, __, __
- Recognise place value of 2 digit numbers. The number 89 shows __ in the tens place and __ in the ones place.
- Identify, represent and estimate numbers to 100.

Place the following numbers on the number line.

50, 23, 78



Use <, > and = to make these number sentences correct.

 - 4 tens ____ 40 ones
 - 2 tens ____ 9 ones
 - 4 tens ____ 44 ones
- Compare and order numbers to 100 using <, > and =.
- Read and write numbers to 100 in numerals and words. Dan has written the number forty four as 40 4. Is he correct? Explain how you know.
 


Mark the number 7 on the number line.
- Use place value to solve problems.

Vocabulary

Place Value—hundred/s, tens, ones, more, less, greater than, less than, equals, equal to, partition, recombine

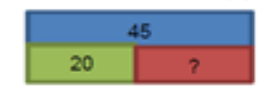
Addition & Subtraction—add, plus, and, altogether, total, sum, subtract, minus, less, fewer, take, reduce, difference between

Addition and Subtraction

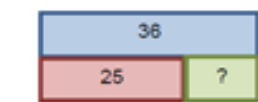
- Recall and use addition and subtraction facts to 20 fluently.
 - Complete the part whole models.
 
- Show that addition of two numbers can be done in any order, but subtraction cannot.
 - Here is a fact family.
 - $12 + 5 = 17$
 - $5 + 12 = 17$
 - $17 - 5 = 12$
 - $17 - 12 = 5$
 Use these numbers to create your own fact family.

11	27	16
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- Add and subtract numbers using concrete objects, pictorial representations and mentally.

Owen has 45 football cards, he gives 20 to his friend Jack. How many does he have left? Use the bar model to help you.


- Recognise and use the inverse relationship between addition and subtraction.

Write a number sentence to find the value of the ? in each of the bar models.


- Solve problems with addition and subtraction.



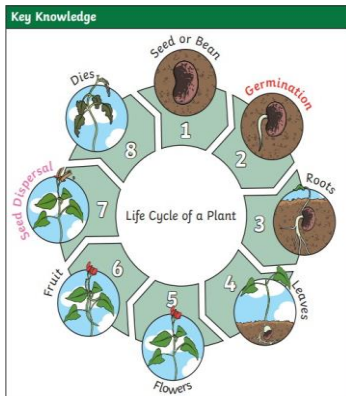
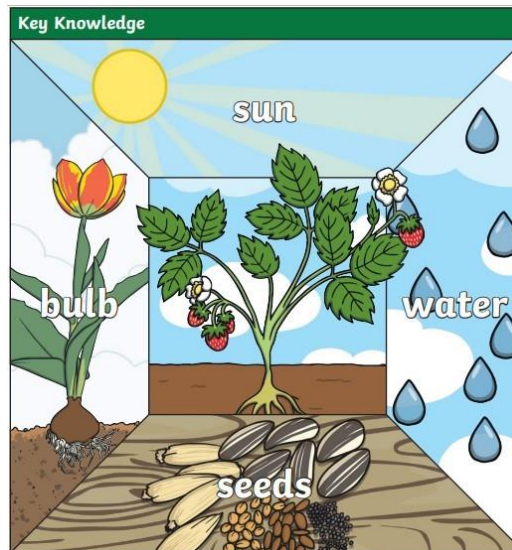
Year 2 Science - Autumn Term - Plants



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 .

Year 2 Computing – Autumn 1

Coding



Unit: 2.1 Coding

Key Learning

- To understand what an algorithm is.
- To create a computer program using an algorithm.
- To create a program using a given design.
- To understand the collision detection event.
- To understand that algorithms follow a sequence.
- To design an algorithm that follows a timed sequence.
- To understand that different objects have different properties.
- To understand what different events do in code.
- To understand the function of buttons in a program.
- To understand and debug simple programs.

Key Vocabulary

Action

Types of commands, which are run on an object. They could be used to move an object or change a property.

Algorithm

A precise step by step set of instructions used to solve a problem or achieve an objective.

Background

In 2Code the background is an image in the design that does not change.

Bug

A problem in a computer program that stops it working the way it was designed.

Button

A type of object that responds to being clicked on.

Click events

An event that is triggered when the user clicks on an object.

Collision detection

In 2Code, this measures whether 2 objects have touched each other.

Command

A single instruction in 2Code.

Debug / Debugging

Fixing code that has errors so that the code will run the way it was designed to.

Event

An occurrence that causes a block of code to be run. The event could be the result of user action such as the user pressing a key or clicking the screen.

Execute

This is the proper word for when you run the code. We say, 'the program (or code) executes.'

Crucial Knowledge Art: Autumn Year 2—Yayoi Kusama



Drawing- line, pattern and texture

- I can experiment with different materials to make marks
- I can make attempts to mimic the art of a famous artist
- I can experiment with different mediums to create a polka dot pattern
(paint, collage, pastels, pencils, pens)
- I can experiment with the kind of polka dot patterns I am making
(stippling, circling, blotting)
- I can follow instructions to create the basis for my sketching
- I can make visual observations to inform my sketches



Collage, sculpture and 3-D art

- I can develop my scissor/cutting skills when cutting out circles
- I can use paper art to recreate an installation piece by Yayoi Kusama
- I can comment on the shape/form of 3-D objects and sculptures
(pointy, round, thin, flat, twisted, fat, chunky, curved, square, wobbly)
- I can use the rolling technique effectively to manipulate clay
(pushing, pulling, rolling, knead)



Painting, printing and colour

- I can experiment with different mediums to create a polka dot pattern
- I can experiment with the kind of polka dot patterns I am making
(stroking, dabbing, twisting)
- I can describe and make observations on a piece of artwork's colour and pattern
- I can make choices about the tools I will use when painting



Responding to artwork and using a sketchbook

- I can join in discussions about a famous artist's work
- I can remember and give some facts about Yayoi Kusama
- I can respond appropriately to a piece of art by Yayoi Kusama
- I can say if I like or dislike a piece of artwork