



Year / Class: Y2
Teacher: Miss Miller

New Hartley First School
Happy children aiming high

Term: Autumn 1 2019
Dates: 2nd Sept – 25th Oct



Aspirations I

Key Question: What would you like to achieve when you grow up?

Further exploration into the aspirations overarching theme: You can be whatever you dream – DREAM BIG.

English:

Children will develop skills in English through a combination of RWI sessions in which children are grouped according to their stage of phonic knowledge development and whole class teaching.

Writing opportunities across the curriculum:

Write a letter to Ant and Dec asking them to come into school and visit NHFS, Recount of visit to Newcastle – compare and contrast to NH, Create a leaflet on Newcastle – after trip, Write a story based in Newcastle – key land marks. Allow the children to be imaginative and creative with their writing, Setting description – book linked to aspirations, Character description – someone aspirational, Story Sequence and retell – Narrative stories, Poem Acrostic poem 'Aspirations' or 'Aspire' or 'Achieve', Diary Recount/extract – Malala Yousafzai, Planning a party in school within the hall Halloween/New Hartley community hall or church?/Newcastle – lists (commas in a list), Instructions – how to make ... how to look after a class pet, E-safety Poster (ICT). Key words, vocab, spellings etc on, suffixes. ICT Link.

Future writing opportunities/ideas:

- ✓ Father's Day/ Mother's Day poem – kindest, loveliest, tallest etc, Recipe – how to bake a friendship recipe PSHE. Link.

Texts to be used:

- ✓ Malala Yousafzai text as a basis for exploring from, front cover to be used as a picture of Malala, The Girl who Never Made Mistakes, Oh the places you'll go – Dr Seuss, Fantastically Great Women who changed the World by Kate Pankhurst, Beauty and the Beast by Michael Morpurgo, The Owl Who was Afraid of the Dark – over coming fears, dreaming big, you can be whatever you dream. Aspirations over-arching theme.

Spelling:

Focus spelling patterns: /n/kn/gn/ /r/wr/ /s/spelt C before e, l, y /j/'-dge/'-ge/' /j/ often spelt with g before e, l, and y /j/ always spelt with 'j' before a, o, and u. Children will learn spelling rules through Suffixes including –ment, –ness, –ful, –less, –ly, ing, ed etc. Also apply a range of spelling rules and guidelines. Children will practise these spelling rules and suffixes and an activity will take place weekly to assess the understanding of the spelling rule and process (Friday). Children will also learn to spell common exception words for year 2 and words with contracted form don't, can't, shouldn't, wouldn't, won't, we'll, she'll, he'll, they'll, wasn't etc. **Spoken word:** Children will use role play, drama and other opportunities to explore characters, assemblies and performances. Children will use a wide range of strategies alongside their phonic knowledge to develop their vocabulary (words of the week etc using of working walls and displays in the classroom). Explain their answers through different subjects alongside English (reasoning and problem solving in maths). Through discussion and drama based activities children are able to express their thoughts and feelings and discuss their behaviour verbally (groups and talk partners).

Comprehension: Children will be able to answer questions about a text they have read both unknown and familiar texts. Children will develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at both their level and a level beyond that at which they can read independently, discussing the sequence of events in books and how items of information are related, becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales, being introduced to non-fiction books that are structured in different ways. Also, recognising simple recurring literary language in stories and poetry, discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases and continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Children will also develop the skills to understand both the books that they can already read accurately and fluently and those that they listen to by drawing on what they already know or on background information and vocabulary provided during class. Children will learn to check that the text makes sense to them as they read, and develop the ability to correct inaccurate reading and make inferences on the basis of what is being said and done. Children will answer and ask questions about the texts they have read and be able to discuss it with their partners and the whole class during guided reading sessions. Children will predict what might happen on the basis of what has been read so far. Children will participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.

English – writing: Children will be taught to plan their writing using frames and story maps/mountains to organise their thoughts and ideas in a collective way. They will be taught to draft and edit their own work to continue to improve and develop their writing.

Children will be undertaking at least 3x weekly handwriting following the Nelson handwriting scheme and beginning to join letters in year 2.

Grammar, Vocabulary and Punctuation:

Children will be taught to use capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]. Use correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]. Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs.

Word reading:

In group reading sessions, including RWI and across the curriculum children will continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain the same graphemes as above. Read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading.

Maths:

Daily Hi5 maths sessions for the children incorporating various aspects of maths consolidation. Using White Rose Maths Hub:

Number and place value:

Children will learn to count in steps of 2, 3, 5 and 10 from 0, and in tens from any number, forward and backward and they will learn to recognise the place value of each digit in a two-digit number (tens, ones). Children will identify, represent and estimate numbers using different representations, including the number line. Children will also learn to compare and order numbers from 0 up to 100; use <, > and = signs and read and write numbers to at least 100 in numerals and in words. Finally children will use place value and number facts to solve problems. **Small steps covered:** Count objects to 100 and read and write numbers in numerals and words Represent numbers to 100 Tens and ones with a part-whole model Tens and ones using addition Use a place value chart Compare objects Compare numbers Order objects and numbers Count in 2s, 5s and 10s Count in 3s.

Addition and subtraction:

Children will be taught to solve problems with addition and subtraction: Children will be using concrete objects and pictorial representations, including those involving numbers, quantities and measures and will develop the ability to apply their increasing knowledge of mental and written methods, recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Children will also learn to add and subtract numbers using concrete objects, pictorial representations, and mentally, including: A two-digit number and ones, a two-digit number and tens, two two-digit numbers. Children will also learn to add three one-digit numbers and show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Children will recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. Children will conduct maths practically and in a written form and in a range of environments both indoors and outdoors utilising spaces to engage year 2 in maths. **Small steps covered:** Fact families –addition and subtraction bonds to 20 Check calculations Compare number sentences Related facts Bonds to 100 (tens) Add and subtract 1s 10 more and 10 less Add and subtract 10s Add a 2-digit and 1-digit number –crossing ten Subtract a 1-digit number from a 2-digit number –crossing ten Add two 2-digit numbers –not crossing ten – add ones and add tens Add two 2-digit numbers –crossing ten –add ones and add tens Subtract a 2-digit number from a 2-digit number –not crossing ten Subtract a 2-digit number from a 2-digit number –crossing ten –subtract ones and tens Bonds to 100 (tens and ones) Add three 1-digit numbers.

Humanities (History, Geography and RE):

Children will learn about the lives of significant individuals in the past who have contributed to national and international achievements.

- During this topic children will learn within RE: Autumn 1: Christianity, community and lifestyles – overarching theme, Harvest festivals celebrations and Hinduism Diwali – festival celebrations. Autumn 2: Overarching themes within RE, Hanukah and Judaism, Christmas and Christianity and God/Jesus = Covered by NB in PPA.

Children will look into challenging questions about meaning and purposes in life, beliefs about God, issues of right and wrong and what it means to be human. In RE they learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions.

- Through History and humanities children will explore aspirations of Famous People: Mike Ashley (wealth) Malala Yousafzai (mankind) Ant and Dec (fame) – (History). Children will consider the different aspirational goals of a wide variety of people from around the world, some locally others further afield. The children will look in great detail into the achievements of a variety of famous figures across Newcastle and beyond.
- Children will explore the Local Area: Newcastle on the map and compare New Hartley and Newcastle. Children will use Maps, atlases and globes to look in detail around their local area and Newcastle (Geography)

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

STEM Science and Computing:

Science: During this topic children will learn about different materials in Science. Children will identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.

Properties of materials – children will use knowledge to design a challenge for Ant and Dec and a new football strip, thinking about suitable materials and designing items. Children will look at different materials in and around school but also materials found in other places as well.

ICT: How computer games work: Lightbot – skills to design new computer game (intent progression form Year 1)

Digital images: Photo shoot and editing skills – focus Ant and Dec

E-safety – children will be able to talk about how to keep safe on the internet and what information is to keep private and why this is important. Children will link their ICT E-Safety learning to the School's 3 stages safety poster 'Block it' etc. Children will think about what is personal information of which we keep to ourselves and do not share to strangers such as our school or home address online. Children will understand that not everyone is who they say they are online and always to be mindful when online and the next steps to take if they discover something they dislike – tell adults, block it, don't click on un known links. Children will learn to follow important internet safety rules.

Physical and Mental Health and Wellbeing (PE and PSHE):

PE:

Dance (1/2 term): Children will learn to travel around a space in a variety of ways: Running, skipping, avoiding other children when changing directions and looking for space, bouncing, jumping, stretching and reaching for things. Children will learn to move in a variety of moods, if you are tired/hot/cold etc by exploring personal space and general space. Dance routine –Let's get ready to rumble –Ant and Dec. Children will choreograph and learn dance moves to Ant and Dec's musical number. We will use go noodle and videos of Ant and Dec to allow the children to build up a context of dance routines and the music used to get the children moving.

PSHE:

During this topic children will learn Rights and responsibilities about contributing to life in the classroom, constructing and following rules, awareness of needs of people and other living things, belonging to communities and groups.

Growing and changing:

Children will learn about change, loss and getting older, names of main body parts (including external genitalia), personal identity, likes, choices, strengths.

The Arts (Art, DT and Music):

During this topic children will learn through Art and Develop ideas.

Collage: Children will use a combination of materials that are cut, torn and glued and mix materials to create texture.

Next half term = **Textiles:** Join materials using stitch and use plaiting and dip dye techniques.

Take inspiration from the greats. Local Artists: Matisse Collage Shape/snail.

Other suggestions of potential artists:

- ✓ Picasso
- ✓ Monet

Music: Football chants – progression of interrelated dimensions of music including instruments. (Consolidate from Year 1 and build in timbre, texture and structure).

Children will use their voices expressively and creatively by singing songs and speaking chants and rhymes. Children will also have the opportunity to play tuned and untuned instruments musically. Children will develop the skills to listen with concentration and understanding to a range of high-quality live and recorded music and experiment with, create, select and combine sounds using the interrelated dimensions of music.

Covered by NB in PPA.

Visit/Visitors/Resources:

During this topic children will visit:

- ✓ 09.09.19 Tour of Britain
- ✓ 09.09.19 Northumbrian Water – Water Saving Solutions looking after the environment and being water smart.

What can we explore in Newcastle?

- ✓ Journey around New Hartley, walk around the village what is in the locality? Compare to city centre.
- ✓ Visit to Newcastle linking to 'aspirations' topic and beyond New Hartley locality.
 - ✓ Inspirational Speaker – TBC
 - ✓ Careers week/focus aspirations – talks, workshops – TBC