



St. Andrew & St. Francis CE Primary School: PLAN OF WORK
Year 2 **Term: Autumn 2014**

<u>MATHS</u>	<u>ENGLISH</u>	<u>SCIENCE</u>
<p>We are working from the new curriculum.</p> <p>Number, place value and rounding: recognizing place value, ordering numbers beyond 100,</p> <p>Mental addition and subtraction We are working from math's passports, please ask the children. They will be learning number bonds to 10/20, doubles of numbers up to 10, counting back in twos, fives and tens</p> <p>Multiplication: Recalling times-table, place value and problem solving. Multiply and divide using arrays and number lines.</p> <p>Geometry: properties of 2D shapes and 3D shape sorting these shapes using Venn Diagrams, finding the symmetry of shapes. Describe positions using simple grids</p> <p>Measures: measuring length in cm, weighing objects, reading scales with kilograms and grams.</p> <p>Fractions: understanding halves, quarters.</p> <p>Data handling and time: Constructing pictograms and bar charts, interpreting</p>	<p>We are working from the new curriculum.</p> <p>Autumn 1: Stories with Familiar settings, Instructions, Recount We will be reading books by Anthony Browne (Willy and Hugh and other stories) Retelling versions of a story Describing characters and setting by using Adjectives and verbs Writing own version of a story based on books (Willy and Hugh) Following and Writing instructions Writing recounts</p> <p>Autumn 2: Fairy Tales, Rhyming poetry, Diary Entries Reading Cinderella and writing own version of story based on this traditional tale. Rhyming words and writing rhyming poetry Writing diary entries from the point of view of Mary Seacole, Florence Nightingale and Guy Fawkes</p> <p>Grammar Using the past tense of verbs in sentences Using time openers Using connectives, so but, when, while, because in sentences Letters and Sounds</p>	<p>Autumn 1: Animals including Humans Basic needs of animals and off spring. Health Eating and Exercise Learn where animals are found in certain habitats</p> <p>Autumn 2: Electricity Naming the components of a circuit Making a circuit with a battery What materials are good conductors of electricity Electricity and keeping safe Sources of electricity</p>
<u>Humanities</u>	<u>I.C.T.</u>	<u>R.E.</u>
<p>Famous People (Mary Seacole, Florence Nightingale and Guy Fawkes</p> <p>Understand a chronological history of these events Make a simple timeline Ask questions to find out more about these famous people Learn important events in history (bonfire night) and how these famous people are significant Difference between now and then</p>	<p>We are photographers</p> <p>Recognise uses of ICT outside school Learning how to insert images in a document Using the internet to search for images for relevant to a topic Use simple cameras to take images Edit these images (resize and change format) Save and retrieve and documents</p>	<p>Theme – The story of Moses – RE Today What stories about Moses do Jewish people love to remember? Retell a story of Moses ask thoughtful questions in relation to the stories and suggest some answers suggest some meanings in the stories for Jewish people identify characters in the stories and answer simple questions about what the person was like Respond sensitively to ideas like bravery, freedom, working together or trust in the story think for themselves about why these stories have been so popular for 3400 years.</p>
<u>Art & D.T.</u>	<u>PE</u>	<u>Music</u>
<p>Drawing</p> <p>Use drawing, painting and sculpture Develop techniques of colour, pattern, texture, line, shape, form and space Learn about range of artists, craftsmen and designers</p> <p>Collage bonfire Techniques around collage</p>	<p>Invasion games spatial awareness attacking and defending.</p> <p>Net and wall games defending an area positioning ball placement defend a target teach friend a new game .</p> <p style="text-align: center;"><u>PSHCE</u></p> <p>New Beginning Class rules and routines Making goals</p> <p>Getting on and falling out</p>	<p>Singing with control and expression: development of the singing voice through listening skills, aural memory and physical skills.</p> <p>Exploring pitch: children develop the ability to discriminate between higher and lower sounds and create simple melodic patterns. They learn to control the pitch of their voices and instruments by moving higher and lower both in steps and leaps and holding the same note.</p> <p>Singing with control and expression: development of the singing voice through listening skills, aural memory and physical skills.</p> <p>Exploring pitch: children develop the ability to discriminate between higher and lower sounds and create simple melodic patterns. They learn to control the pitch of their voices and instruments by moving higher and lower both in steps and leaps and holding the same note.</p>