**GEOGRAPHY**

**Maps – The UK, Continents & Oceans**

* use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.
* use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.
* use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key



**Number, place value and rounding**

* count to and across 100, forwards and backwards, beginning with 0 or 1
* count, read and write numbers to 100 in numerals
* given a number, identify one more and one less
* identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least

**Measurement**

* compare, describe and solve practical problems for:

- lengths and heights [for example, long / short, longer / shorter, tall / short, double / half]

- mass or weight [for example, heavy / light, heavier than, lighter than]

- capacity / volume [for example, full / empty, more than, less than, half, half full, quarter]

* recognise and use language relating to dates, including days of the week, weeks, months and years.

**Number and place value**

* *given a number, identify one more and one less*

**Addition and subtraction**

* represent and use number bonds and related subtraction facts within 20
* solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as such as 7 = *□* –9

**Measurement**

* sequence events in chronological order using language  
  [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
* *recognise and use language relating to dates, including days of the week, weeks, months and years.*

**SCIENCE**

**Uses of Everyday Materials**

* identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
* find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

**SPIRITUALITY**

The children will practice hymns, poetry and share their artwork as part of the harvest festival celebrations.

Take part in a class worship in the new outdoor classroom.

**PE**

Born to Move Dance

* Zumba
* Yoga
* Martial Arts

Born to move teaches age-appropriate motor skills that improve agility, balance, coordination, endurance, flexibility and speed.

**Children complete A Mile a Day running activity**.

**BRITISH VALUES**

**British Value of Democracy**-The children in Poldark class will be taking part in a vote to elect new members of the school council for this academic year.

**COMPUTING**

Create their own e-book using the Chromebooks.

Use a programmable Bee Bot to Create a map through a cave or desert to get the lamp back out of the caves safely.

**ART AND DESIGN**

**This half term we will be: -**

* learning about and using the primary colours
* exploring line and pattern
* exploring how to create light/dark using pencils
* learning about artist Claude Monet and using his work to inspire our own work.
* exploring different tools and the marks that can be made using paint

**Seasonal Enrichment**

The children will have the opportunity to visit Trink Farm this half term and explore where our food comes from.

In September the children will take part in another House Day.

The children will take part in an Autumn exploration day and discover seasonal changes around the school environment.

Design and create maps for a treasure

hunt around the school.

**Religious Education**

**Understanding Christianity unit- GOD**

What do Christians believe God is like?

*Pupils will know that:*

* Christians believe in God and that they find out about God in the Bible.
* Christians believe God is loving, kind, fair and forgiving and Lord and King.
* Some stories show these Christian beliefs.
* Christians worship God and try to live in ways that please him.
* Children will think, talk and ask questions about whether they can learn anything from the story themselves which related directly to their own lives.

**English & Spelling / Grammar**

* Storytelling into writing- focus on the story of Aladdin’s Lamp. The children will retell the story and innovate upon it using their own ideas and imagination. They will be creating an alternative ending to the story or choosing to recount the story from a different character’s perspective.
* The children will write/create character descriptions of the Genie and setting descriptions of the cave.
* The children will design a comic strip using speech marks to show the characters’ thoughts and feelings throughout the story of Aladdin.
* Write a non-chronological report about a desert environment.
* The children will create a set of direction/instruction to reach the cave to find the lamp.

**MATHS**

**MUSIC**

**Tension- study dynamics and tempo.**

* Compose a tense piece of music to accompany Aladdin’s journey into the dark cave to retrieve the lamp**.**
* Use their voices expressively and creatively by singing songs and speaking chants and rhymes with a special focus on Middle Eastern music.

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| **St Uny C of E Academy** Image result for aspire academy trust | | | |
| **Term: Autumn 1** | **Year: 2018/2019** | **Teachers: Steph Wetherelt** | **Year Groups: Year 2** |
|  | **TOPIC: Adventure and Explore** | | |
|  | | | |