

<p>Essential Question: Would You Rather be a Town Mouse or a Country Mouse?</p>	<p>Year 2: Autumn Term</p>	<p>Visit: Burton Agnes</p>
<p>Community Links: Harvest Festival – Local Church and a local charity to share food donations. Carol Concert</p>	<p>Enterprise Activity (B: Community): A carol concert at Morrisons</p>	
<p>Key Outcomes</p>	<p>Key Outcomes</p>	<p>Key Outcomes</p>
<p><u>Reading</u></p> <p><u>Hansel and Gretel by Anthony Browne</u> Children will study this traditional story set in a fictional setting. Children will identify key features of fiction texts and will sequence key events. They will also draw upon their knowledge of other traditional stories to make key links between Hansel and Gretel and similar fairytales.</p> <p><u>Town and Country Mouse by Susanna Davidson</u> Children will explore the different settings within the Town and Country Mouse. They will also make predictions about what might happen in the text based on what they have read so far.</p>	<p><u>Writing</u></p> <p><u>Traditional stories</u> Children will use drama to retell key events and they will plan and write their own version of <i>Hansel and Gretel</i>.</p> <p><u>Recounts</u> Children will create their own plan and write their own recount of the visit to Burton Agnes Hall.</p> <p><u>Familiar settings</u> Children will plan their own story set in the town and countryside, focusing on the sequence of a beginning, middle and ending.</p> <p><u>Poetry</u> Children will read and perform a variety of poetry, exploring features including rhythm, rhyme, pattern, similes and alliteration. Using <i>The Magic Box</i>, children will create and perform their own poem about Christmas.</p>	<p><u>Maths</u></p> <p><u>Place Value</u> Children will identify the place value of each digit in a two-digit number (10s, 1s) and compare and order numbers from 0 up to 100 using <, > and = signs to solve problems.</p> <p><u>Addition and Subtraction</u> Children will add and subtract 2-digit numbers with 1 and 2-digit numbers and 10s numbers. They will add 3 1-digit numbers and they will solve problems with addition and subtraction.</p> <p><u>Multiplication</u> Children will count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward. They will use multiplication facts for the 2s 5s and 10s to solve problems and recognise odd and even numbers.</p>
<p><u>PSHE</u></p> <p><u>Being me in my world</u> Children will explore their hopes and fears, rights and responsibilities, rewards and consequences, and create a learning charter</p> <p><u>Celebrating differences</u> Children will learn about boys and girls, why bullying happens, standing up for themselves and others, making a new friend and celebrating differences and still being friends.</p>	<p><u>Geography</u></p> <p><u>Would you rather live in the city or the country?</u> Pupils will expand their place and location knowledge this term by investigating the characteristics of Great Britain and its 4 countries. They will ask 'Where does Hull end?' and investigate what Hull looks like on the outskirts of the city. They will investigate a countryside location outside of Hull and use geographical vocabulary to identify human and physical features of the different environments. They will compare and contrast the countryside with Hull.</p>	<p><u>Science</u></p> <p><u>Plants</u> Children will observe and describe how seeds and bulbs grow into mature plants. They will also find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p><u>Animals, including humans</u> Pupils will notice that animals, including humans will have babies that grow into adults. They will investigate the basic needs for survival (water, food and air) and the importance of exercise, hygiene and eating the right types of food.</p>
<p><u>Music</u></p> <p><u>Zoo time</u> A Reggae Song for Children. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), and children will learn how these musical concepts, singing and playing instruments are all linked. Children will perform their accompaniments to the class.</p> <p><u>Christmas-Ho Ho Ho</u></p>	<p><u>RE</u></p> <p><u>Questions, Questions -What are the big questions?</u> Children will have opportunities to develop and explore their own big questions and understand that there may not be a single, straightforward answer to these questions. They will also look at some of the answers faith members may offer. Pupils will focus on answering a big question, 'What are my hopes for the world?'</p>	<p><u>Art</u></p> <p><u>Painting using IT software</u> Pupils will be drawing from experience, creative ideas and observations of flowers and use imagination to create paintings of flowers Pupils will use a paint program (linked to computing) to produce a picture of a flower. They will use different buttons to select the correct tool and edit and save their work.</p>

<p>Look at Ho Ho Ho - a Christmas song and compare with other Christmas songs across the decades. Pupils will listen, learn & appraise other Christmas music and continue to embed the interrelated dimensions of music through games, singing and playing. This will culminate in a carol concert in the local community.</p>		<p><u>Drawing</u> Pupils will draw plants and flowers from observation on different scales using pencils and charcoal. They will show pattern and texture by adding dots and lines.</p>
<p style="text-align: center;"><u>Computing</u></p> <p><u>Spreadsheets</u> Children will use a spreadsheet to solve a mathematical puzzle. They will learn to work out how much they need to pay using coins by using a spreadsheet to help calculate. They will create a table of data on a spreadsheet and use the data to create a block graph manually.</p> <p><u>Creating Pictures</u> Children will be introduced to different artists and styles of artwork and replicate these styles. They will look at the impressionist style of art (Monet, Degas, Renoir), explain what is meant by impressionist art and use a digital programme to create their own art based upon this style. They will then look at the work of pointillist artists such as Seurat, explain what pointillism is and create their own art based upon this style. They will also look at the work of William Morris and recreate it using the Patterns template. Finally, children will create their own surrealist art using drawing and clipart.</p>	<p style="text-align: center;"><u>SMART Values / Character Education</u></p> <p><u>Social</u> Children will continue to build their social skills by working together to develop a class learning charter in Jigsaw lessons. They will welcome the new year 1 pupils into KS1 and set good examples of behaviour, manners and support in the phase assembly. They will develop their self-belief and independence in taking on more weekly homework activities. <i>Children will have opportunities to be social during lunchtime play with the Year 1 children and in collaborating with their peers in lesson time.</i></p> <p><u>Motivated</u> Children will work collaboratively and become empowered to share joy within the community through the carol singing fundraiser event. They will show determination and perseverance when designing and creating their functioning Christmas cards and they will learn about the importance of developing a strong mental well-being and standing up for themselves and others in the Jigsaw lessons. <i>Children will motivate one another and themselves during practices for the community carol singing event and work collaboratively within the Key Stage 1 community to help the Year 1 pupil's learn the carols for the Christingle service.</i></p>	<p style="text-align: center;"><u>PE</u></p> <p><u>Multi-Skills</u> Children will learn to perform the basic fundamental movement skills, balance, coordination and agility through a range of different circuit stations.</p> <p><u>Gymnastics</u> Children will use equipment in a variety of ways to link movements together to create a sequence. They will practise and perform a variety of rolls and after performing to their peers, they will improve their sequence based on feedback given.</p> <p><u>Football</u> Children will be learning basic ball skills including dribbling, passing and stopping to play a mini game of football 2v2.</p> <p><u>Tag Rugby</u> Children will learn ball handling, passing and catching skills to confidently send the ball to others in a range of ways. Children will develop spatial awareness skills, simple tactics and understand the importance of rules in a game, to take part in a 2v2 game.</p>
<p style="text-align: center;"><u>DT</u></p> <p><u>Mechanics: Design and make a Christmas Card using a lever to move an object</u> Pupils will use pictures and words to convey what they want to make and use drawings to record ideas as they are developed. They will add notes to drawings to help explanations. They will select and name the tools they need to create their card. Pupils will describe the purpose of the product and evaluate how well it does its job (show movement). They will discuss how closely their finished product meets their design criteria.</p>		<p style="text-align: center;"><u>Displays</u></p> <p><u>Reading</u> The display will include examples of the children's learning journey and their development of key reading skills using the whole class texts.</p> <p><u>Science</u> This display will show the children's comparisons between humans and animals and what the children will have learnt about what animals need to survive and what humans need to stay healthy.</p> <p><u>DT</u> The display will exhibit the planning, drawings, designs, and evaluations of the Christmas cards the children will create with a lever mechanism to make a moving picture.</p>