


Year 2	Autumn Term	Visits: Hull City Centre Humber Forest School
		
Key Outcomes	Key Outcomes	Key Outcomes
<p style="text-align: center;"><b><u>Reading</u></b></p> <p style="text-align: center;"><b>Children will focus their reading this term on:</b></p> <p><b>Hansel and Gretel – by Anthony Browne</b> Children will begin to develop their inference and sequencing skills and they will discuss whether they like the text and what they like about it. They will state which characters in the story they like and dislike and provide reasons to support their opinions.</p> <p><b>The Magic Box – Kit Wright</b> Children will begin to build up a repertoire of poems learnt by heart, reciting the poem, with appropriate intonation to make the meaning clear. They will use their imagination to look beyond the words in the text, continuing to develop their inference skills and they will explore their thoughts, feelings, hopes and aspirations for themselves and others.</p> <p><b>The Town Mouse and the Country Mouse – Retold by Suzanna Davidson</b> Children will discuss and clarify the meanings of new words, linking new meanings to known vocabulary and answer questions about characters, settings and key events. They will also begin to describe the effect a character’s actions have on other characters and discuss how the mices’ lifestyles were so unique but equally important. Children will compare to the previous fiction text the fairytale of Hansel and Gretel and state which text they prefer and provide reasons.</p> <p><b>In the Countryside - Ruth Thomson</b> Children will discuss the difference between fact and fiction books and identify the different features a non-fiction book has. They will learn how to use a contents page, a glossary and an index. The children will discuss why someone may want to read a non-fiction book and ask relevant questions about what information they could find out from this particular text and make links to the geography.</p>	<p style="text-align: center;"><b><u>Writing</u></b></p> <p style="text-align: center;"><b>Children will develop their writing through the following genres:</b></p> <p><b>Narrative - Fairy Tales</b> Children will plan and retell the story of Hansel and Gretel. They will write a beginning, middle and ending including expanded noun phrases.</p> <p><b>Poetry</b> Children will create using pattern, rhyme and description, a poem based on the Magic Box. They will include adjectives and a simile.</p> <p><b>Recount</b> Linked to the geography and science learning, children will produce a chronological recount of their real-life experience at the Humber Forest School trip.</p> <p><b>Narrative – Stories with Familiar Settings</b> Children will plan and retell a version of the story <i>The Town Mouse and the Country Mouse</i>. They will use their experience gained on the Forest School trip to describe a country setting.</p>	<p style="text-align: center;"><b><u>Maths</u></b></p> <p style="text-align: center;"><b>Children will develop their skills in:</b></p> <p><b>Place Value</b> Children will read and write numbers to at least 100 in numerals and in words; recognise the place value of each digit in a two-digit number (10s, 1s); compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs; use place value and number facts to solve problems; identify, represent and estimate numbers using different representations, including the number line.</p> <p><b>Addition</b> Children will represent and use number bonds and related facts within 20; add up to two 2-digit numbers using concrete objects, pictorial representations, and mentally; Solve one-step problems that involve addition, using concrete objects and pictorial representations, and missing number problems such as <math>9 = ? + 7</math>.</p> <p><b>Subtraction</b> Children will read, write and interpret mathematical statements involving subtraction (-) and equals (=) signs; represent and use number bonds and related subtraction facts within 10, then 20; Subtract up to two 2-digit numbers using concrete objects, pictorial representations, and mentally; solve one-step problems that involve subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math>.</p> <p><b>Geometry</b> Children will identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line; identify and describe the properties of 3-D shapes, including the number of edges/sides, vertices and faces; identify 2-D shapes on the surface of 3-D shapes; compare and sort common 2-D and 3-D shapes and everyday objects</p>

<p style="text-align: center;"><b><u>Geography</u></b></p> <p>As Geographers, the children will recap on the location of Hull and Zoom out so see where Hull is situated in England and how England is a part of the United Kingdom. Children will understand the concept of an island and know that the United Kingdom is surrounded by different seas. They will name the seas. Pupils will learn the names of the countries and capital cities of the UK and be able to identify a landmark in each capital city. They will also learn the concept of nation and identify which flag represents each of the countries of the UK.</p>	<p style="text-align: center;"><b><u>SMART Values/ Character Education</u></b></p> <p><b>Social</b> 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 by taking on more weekly homework activities.</p> <p><b>Motivated</b> 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.</p>	<p style="text-align: center;"><b><u>RE</u></b></p> <p><b>Lead Us Not Into Temptation</b> This unit takes a multidisciplinary approach to exploring the concept of temptation and how people choose between right and wrong. It contributes to personal development and aspects of SMSC and learning how we make personal choices. Stories from different religions illustrate the consequences of making right or wrong choices; pupils should identify similarities and the ways these stories are the basis of rules in society, leading to discussion about how we treat people and the value of the individual.</p> <p><b>Christmas</b> Children will be able to recognise and recall the Nativity and know why it's important to Christians. They will also be able to talk about how Christians celebrate the festival of Christmas and they will consider why the Christmas story is 'good news' for Christians. They will explore the meaning of 'incarnation' and discuss what is the 'good news' of Christmas for everyone.</p>
<p style="text-align: center;"><b><u>Enterprise Activity</u></b></p> <p><b>Moneywise (Financial Literacy )</b> Pupils will develop the confidence, skills and knowledge they need to manage their money now and in the future. Pupils will build on their financial education through a range of financial literacy lessons teaching them how to look after and save their money. Pupils will also learn where money comes from and how money has been developed.</p>	<p style="text-align: center;"><b><u>Music</u></b></p> <p>As musicians children will take inspiration from the British Isles, and explore how to create sounds to represent three contrasting landscapes: seaside, countryside and city. Through images and discussion, they will develop an idea of what each of these places would sound like and then use this to create their own soundscapes.</p>	<p style="text-align: center;"><b><u>DT</u></b></p> <p><b>Mechanisms</b> As design technologists children will look at videos to see how mechanisms work and look at story books with slider mechanisms in them to help develop their design ideas. They will create a design for a Christmas card and discuss the need for it to be a functional product designed for a specific audience. They will draw, cut, position and glue the slider to the card and finally, discuss how closely their finished product meets their design criteria.</p>

<p style="text-align: center;"><u>Science</u></p> <p><b>Living things and their habitats</b>  A scientist, children will explore and compare the differences between things that are living, dead, and things that have never been alive.  They will identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other and they will identify and name a variety of plants and animals in their habitats, including microhabitats. They will find out and describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>	<p style="text-align: center;"><u>PSHE</u></p> <p><b>Being Me in My World</b>  Children will learn about how their behaviour can affect how others feel and behave. They will explain why it is important to have rules and how that helps themselves and others in the class to learn.</p> <p><b>Celebrating Differences</b>  Children will describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.  They will discuss how being involved with a conflict makes them feel and think of strategies to help the situation.</p>	<p style="text-align: center;"><u>Art</u></p> <p><b>Drawing</b>  As artists, children will critique the work of the artist Georgia O’Keefe and 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><b>Computing</b>  Linked to the computing unit ‘Creating Pictures’. Children will use software to draw a picture. They will identify the main features of Pointillism, Impressionism and Surrealism and recreate paintings in these styles using the tools in the 2Paint a Picture programme.</p>
<p style="text-align: center;"><u>Computing</u></p> <p><b>Spreadsheets</b>  This unit builds on the skills learnt in year 1. Children will recap basic features of a spreadsheet ( cells, rows, columns, how to open, edit and save, add images from the toolbox, use the count tool) Children will then use tools in a spreadsheet to automatically total rows and columns and use a spreadsheet to solve a mathematical puzzle. Children will be taught to use images in a spreadsheet. 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><b>Creating Pictures</b>  In this unit children will be introduced to different artists and styles of artwork and use 2Paint a Picture to replicate these styles. Children will look at the impressionist style of art (Monet, Degas, Renoir), explain what is meant by impressionist art and use 2Paint a Picture 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 use 2Paint a Picture to 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 use the e Collage function in 2Paint a Picture to create their own surrealist art using drawing and clipart.</p>	<p style="text-align: center;"><u>PE</u></p> <p><b>Developing dribbling – keeping possession</b>  Children will learn how to dribble a ball using their hands with increasing control, changing speed and direction; bounce a ball with one hand; bounce a ball with two hands; move a ball around a space, avoiding defenders; collaborate with teammates and take turns.</p> <p><b>Fundamental movements</b> Children will learn how to develop balance, stability and landing safely develop changing direction and dodging; develop and explore jumping, hopping and skipping actions; develop co-ordination and combining jumps; develop combination jumping and skipping in an individual rope.</p> <p><b>Gymnastics</b>  Children will learn how to perform gymnastic shapes and link them together; to use shapes to create balances; to link travelling actions and balances using apparatus; demonstrate different shapes, take off and landings when performing jumps; develop rolling and sequence building; develop sequence work on apparatus.</p> <p><b>Dance</b>  Children will develop their ability to create and develop their characters, adding movements, expression and emotion to their performance. They will be able to create a motif and will develop their motifs with a partner to include some different elements of choreography.</p>	