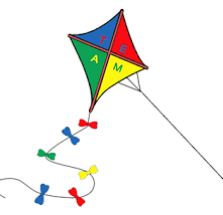


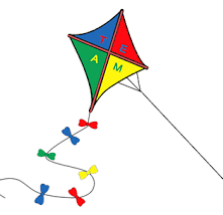
## Year 2 Half Term Learning grid Autumn 2 'Polar Explorers'



English Year 2		
<p><b>Writing - Explanations - The Lifecycle of a Penguin</b> Use commas to separate items in a list.</p> <p>Write expanded noun phrases to describe and specify.</p> <p>Use subordinating conjunctions (when/if/that/because)</p> <p>When planning, write down ideas and/or key words, including new vocabulary.</p> <p>Write with an awareness of audience.</p> <p>Link related sentences through the use of pronouns and adverbials where appropriate.</p> <p>Add suffixes to spell longer words, including -ly</p> <p style="text-align: center;"><b>Phonics</b></p> <p>Weeks 1 and 2 - adding -ful, adding less/ness (door, floor, poor) adding -ed, adding -ing (every, everybody)</p> <p style="text-align: center;"><b>Reading</b></p> <p>Identify themes and conventions, discuss reasons for events in stories. Identify how features are linked to purpose. Select and retrieve information. Predict using clues from the text</p>	<p><b>Writing - Poetry &amp; Narrative - Polar Express</b> Use commas to separate items in a list.</p> <p>Write expanded noun phrases to describe and specify.</p> <p>Use subordinating conjunctions (when/if/that/because)</p> <p>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>Use the past tense consistently.</p> <p>Use capital letters, full stops, questions marks and exclamation to demarcate sentences.</p> <p>Use the suffixes -er, -est in adjectives.</p> <p>Link related sentences through the use of pronouns and adverbials where appropriate.</p> <p style="text-align: center;"><b>Phonics</b></p> <p>Week 3- superlatives, adding -ful recap (great, break, steak) Week 4 - contractions -less, -ness (pretty, beautiful)</p> <p style="text-align: center;"><b>Reading</b></p> <p>Listen to, discuss and express views about a wide range of classic poetry. Make simple inferences about characters' thoughts and feelings and reasons for actions.</p>	<p><b>Writing - Scripts &amp; Recount- The Nativity</b> Use capital letters, full stops, questions marks and exclamation to demarcate sentences.</p> <p>Spell words with contracted forms and use apostrophes to mark where letters are missing in spelling.</p> <p>Write statements.</p> <p>Write expanded noun phrases to describe and specify.</p> <p>Write a command using the imperative form of a verb.</p> <p>Write exclamatory sentences starting with 'what' or 'how'.</p> <p style="text-align: center;"><b>Phonics</b></p> <p>Week 5 - homophones, contractions (after, fast, last, past, class, grass, pass) Week 6 -adding -ment &amp; review adding suffixes (plant, bath, path)</p> <p style="text-align: center;"><b>Reading</b></p> <p>Make predictions about expectations of a text by skim reading, title, contents, illustrations. Make predictions about a text based on life experiences.</p>

Mathematics Year 2		
<p style="text-align: center;"><b>Measures: length and money</b></p> <p>Choose appropriate standard units to estimate and measure length/height in any direction (m &amp; cm).</p> <p>Compare and order lengths.</p> <p>Record using the &lt; &gt; = signs.</p> <p>Recognise and use symbols for pounds and pence.</p> <p>Combine amounts of money to make a particular value.</p> <p>Find different combinations of coins that equal the same amounts of money.</p> <p>Solve simple problems in a practical context involving addition and subtraction of money, including giving change.</p> <p><b>Mental Maths (half term)</b> To quickly recall number bonds to 10/20/50/100.</p>	<p style="text-align: center;"><b>Geometry and Time</b></p> <p>Identify and describe the properties of 2D shapes, including the number of sides and symmetry.</p> <p>Identify and describe the properties of 3D shape, including the number of edges, vertices and faces.</p> <p>Identify 2D shapes on the surface of 3D shapes.</p> <p>Compare and sort common 2D and 3D shapes and everyday objects.</p> <p>Compare and sequence intervals of time.</p> <p>Tell and write the time to the nearest hour/half hour/quarter hour/five minutes.</p> <p>Draw the hands on a clock face to show times.</p> <p>Know the number of minutes in an hour and the number of hours in a day.</p>	<p style="text-align: center;"><b>Addition, subtraction and statistics</b></p> <p>RECAP GIVING CHANGE &amp; money recap</p> <p>WORD PROBLEMS</p> <p>Recognise the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.</p> <p>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p> <p>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p> <p>Ask and answer questions about totalling and comparing categorical data.</p>

**Year 2 Half Term Learning grid  
Autumn 2 'Polar Explorers'**



**Year 1 & 2 Wider Subject areas**

<b>Science</b>	<b>Computing</b>	<b>PE</b>	<b>Art - Sketching</b>	<b>Music/ Nativity Singing</b>	<b>Geography - locational comparison with non EU cold country</b>	<b>RE - Incarnation/Love</b>	<b>PSHE</b>
<p>To be able to describe and compare the structure of a variety of common animals.</p> <p>To be able to use secondary sources to find out more about animals (non-statutory).</p> <p>To be able to identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.</p> <p>To be able to sort and group animals with some help (non-statutory).</p> <p>To be able identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>To be able to record data in simple ways (Venn diagram).</p> <p>To be able to record data in simple ways (chart).</p>	<p>We understand what is meant by technology</p> <p>Walt: give examples of using technology in and out of school.</p>	<p>•Perform dances using simple movement patterns.</p> <p>•Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>WALT: draw from observation.</p> <p>WALT: Focus on using lines and known geometric shapes to create.</p> <p>WALT: begin to use the techniques of tone, texture, pattern, line and shape.</p> <p>WALT: Learn about the work of Sam Beck and make links to our own work.</p> <p>WALT: use sketch pencils HB-6B.</p> <p>WALT: to show increasing detail in our drawings.</p>	<p><b>Dynamics</b></p> <p>WALT: explore, respond to loud, quiet and silence.</p> <p>Challenge: recognise a loud, quiet and silence</p> <p><b>Structure</b></p> <p>WALT: explore and respond to sequences of events</p> <p>Challenge: distinguish between what is the same/different</p>	<p><b>What's it like to live in..</b></p> <p>WALT: To recognise physical and human features</p> <p>WALT: To draw a sketch map</p> <p>WALT: To name and locate some continents on a world map</p> <p>WALT: To identify physical and human features of a non-European country</p> <p>WALT: To describe what it is like to live in</p> <p>WALT: To compare to a small area of the UK</p>	<p>Why does Christmas matter to Christians?</p> <p>WALT express creatively my own views on Love</p> <p>WALT express creatively a Christian view on Love</p> <p>WALT recognise how Christians express their love for God's incarnation (Jesus)</p> <p>WALT discern the value of love from Jesus to Christian</p>	<p>WALT know why families are important</p> <p>WALT know what a healthy family life looks like</p> <p>WALT know that families are all different and should be respected</p>