

# Autumn Two in Class 1



## English

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

- Onomatopoeic Poetry
- Letter
- Setting Description

Our **Spelling** foci will be:  
**Year 2:** Little Wandle  
Bridge to Spelling

- Why do I double letters at the end of words?
- Why do I double letters in some longer words ending in -er?
- Why do some words end in 'k' or 'ck'?
- Why do some words end in 'ch' or 'tch'?
- When do I add the suffix -es/-s to words?
- Why do I double the final letter in some words when I add the suffix -ing?
- Why do I swap the 'y' for an 'i' when I add the suffix -ed?
- Why do I drop the 'e' when I add the suffix -ing?

We are  
reading...



**Reading foci:**

- Accurate grapheme to phoneme correspondence when decoding.
- Accurate reading of common exception (tricky) words.
- Focus on various aspects of prosody.
- Answer simple questions about what has been read.

## Maths

**Addition and Subtraction**

- Add and subtract two 2-digit numbers
- Compare number sentences
- Solve missing number problems

**Shape**

- Recognise and sort 2-D and 3-D shapes
- Draw 2-D shapes
- Count vertices, sides on 2-D shapes
- Count edges, vertices and faces on 3-D shapes
- Use lines of symmetry
- Make patterns with 2-D and 3-D shapes

**Money**

- Count pence and pounds

## RE

**Why does Christmas matter to Christians?**

- Can I talk about who was Jesus?
- Can I discuss how Jesus' birth was special?
- Can I retell the story of Jesus' birth?
- Can I share the true meaning of Christmas for Christians?
- Can I say what advent is?
- Can I describe what it means to be thankful?

## Science

**Animals, Including Humans**

- Can I identify and name a Variety of common animals? (Including fish, amphibians, reptiles, birds and mammals)
- Can I identify and name a Variety carnivores, herbivores and omnivores?
- Can I describe and compare the structure of a variety of common animals? (fish, amphibians, reptiles, birds and mammals, including pets).
- Can I identify, name, draw and label the basic parts of the human body? (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth)
- Can I say which part of the body is associated with each sense?
- Can I explore a scientist?



## PSHE

### What is bullying?

- Can I understand how to make other people feel welcome and included?
- Can I learn what it means to ask for permission?
- Can I describe how to say no respectfully?
- Can I explain why bullying is bad?
- Can I explain ways to stop bullying?

## Geography

### If you go down to the woods today...

- Can I describe what is a forest like?
- Can I identify human and physical features?
- Can I say what I can see when I look around?  
*Trip to Gilmonby Woods*
- Can I make a forest map?
- Can I identify types of trees?
- Can I use a compass and maps?

## Music

### Can I make links between music, sounds and environments?

- Can I understand how music can be used to represent an environment?
- Can I understand how music can represent changes in an environment?
- Can I explore using instruments, body and voice to create a seaside soundscape?
- Can I identify how dynamics can reflect environments?
- Can I create and represent sounds using symbols?

## DT

### Puppets

#### Research and Design

- Can I research and explore seams and joins?
- Can I design a hand puppet?

#### Make

- Can I select a range of tools and equipment to make a hand puppet?

#### Evaluation

- Can I evaluate my hand puppet against the design criteria?

## Computing

### Programming Animations (Scratch Jnr)

- Can I choose a command for a given purpose?
- Can I show that a series of commands can be joined together?
- Can I identify the effect of changing a value?
- Can I explain that each sprite has its own instructions?
- Can I design the parts of a project?
- Can I use my algorithm to create a program?

## PE

### Multi-skills with Megan Turnbull from Staindrop Academy. Basketball

- Can I send a ball in different ways e.g. throwing, pushing, rolling?
- Can I recognise space in games and use it to their advantage?
- Can I explore different ways to use and move with a ball?
- Can I describe what they have done or seen others doing?
- Can I show control of a ball with basic actions?
- Can I develop agility, balance and coordination?
- Can I successfully receive (catch/stop) a ball?
- Can I demonstrate a basic underarm throwing action with control and accuracy?
- Can I understand the concept of moving to get in line with a ball to receive it?
- Can I apply skills and tactics in simple games?
- Can I understand why being active and playing games is good for you?
- Can I use skills in different ways when playing games?