

Programmes of Study

Year 2 (Willow): 'I am one with the world'



Autumn Term 1

Unit Title: Exploring our amazing selves, our environments, our families and traditional stories about these

Literacy Genres: traditional stories around the shapes of letters and numbers, the structure and style of traditional tales 'once upon a time'

Morning verse: 'The sun with loving light'

Reading Enhancements: *Funny Bones*- Allan Ahlberg, *Elma the Elephant*- David Mckee *The Smeds and The Smoos*- Julia Donaldson

<p>Literacy</p>  <p>Chatsworth Global: traditional stories from around the world</p>	<p>Grammar To reread own writing and check whether it makes sense.</p> <p>Writing purpose Writing to entertain: Stories (Including re-telling & traditional tales) Descriptions Poetry In character role</p> <p>Writing to inform: Labels, Captions, Lists Recount – First-hand experience Instructions – First-hand experience NCR – Information Leaflet</p>	<p>Maths</p>	<ul style="list-style-type: none"> Count to 100, forwards and backwards, beginning with 0 or 1, or from any given number e.g. 19, 18, 17, 16, ... Count, read and write numbers to 100 in standard numerals Begin counting in multiples of twos and tens e.g. 2, 4, 6, 8, 10, 12, Given a number, identify one more and one less Recognise and name common 2-D shapes, including: <ul style="list-style-type: none"> 2-D shapes (e.g. rectangles (including squares), circles and triangles) Begin a hand drawn book of numbers
<p>Art & Craft</p>	<p>ILLUSTRATORS / PORTRAITS from folk tales</p> <ul style="list-style-type: none"> Use sketching to show proportion and position for facial features Explore line shape and space using two shades of crayon and paints for facial features Add colours for shades for skin colour, exploring diversity and the beauty of uniqueness Use poster paints and crayons to create a display portrait. <p>Watercolour – colour mixes (yellow and blue; red and yellow) Form drawing: Straight lines (vertical, horizontal and diagonal; stars; triangles, squares) and curves (spirals, circles, ellipses, lemniscates) arranged in sequences as preparation for writing.</p>	<p>Humanities</p>  <p>Chatsworth Global:</p>	<p>History</p> <ul style="list-style-type: none"> Place events, objects, people into chronological order Changes in their own lives and the way of life of their family or others around them Ask and answer questions about the past Identify differences between ways of life at different times Explore past and present, identifying differences using baby photos etc. Ask and answer questions about the past <p>Geography Where are we all from? (family lineage and history) ATLAS AND GLOBES</p> <ul style="list-style-type: none"> Use maps, atlases and globes to locate places Identify the four countries that make up the United Kingdom


To use a range of materials creatively to design and make products

Handwork- Knit a scarf for a toy/class bear

celebrating different nationalities

- Name some of the towns and cities in the United Kingdom, including those that are north and south
 - Locate the north and south pole and the equator on a globe
- Ask and answer questions about the location of places and make observations

PSHE



Chatsworth Health and Wellbeing: physical and emotional children's health

Chatsworth Mindset: self-esteem

NSPCC PANTS PROGRAMME

- Name body parts and know which parts should be private
- Know the difference between appropriate & inappropriate touch
- Understand they have a right to say 'no' to unwanted touch
- Know who they can trust and who they can ask for help from

Parts of the body
Children will learn:

- about their bodies and how they work
- about the similarities and differences between boys and girls
- more about what happens as things grow

Children should:

- be able to name the main parts of the body (including external genitalia)
- be able to describe some elements of the growth cycle

Emotional Health (memories and growing up, self esteem, values)
Children will learn:

- about special memories

Children should:

- make a memory box and choose contents


Forest School



Chatsworth Mindset: mindfulness in nature

What makes me happy? Mindfulness in nature. What are my favourite things to do outdoors. What are my friends favourite things? (half lesson of mine and half a lesson of their favourite outdoor activity before reflective sharing)

Design and technology/ Woodwork



Chatsworth

Making my own knitting needles.

Dice rolling towers and wooden dice to link to their number work in maths.

Make my own toys, including vehicles.

Science

- Biology- Animals inc. Humans**
- Know all our body parts beyond the basic features
 - Name draw and label the body parts
 - Explore how our bodies are linked to our senses and name the senses

Entrepreneurship:
making own educational and play tools

Religious Studies



Chatsworth Health and Wellbeing:
sharing family beliefs

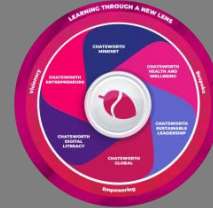
What are our Class beliefs and family beliefs?

- identify what matters to us and others, including those with religious commitments, communicating their responses

CHRISTIANITY -BELONGING 1

- Sunday is a special day when Christians go to church where worship may include reading from the Bible, listening to stories/ sermons, singing, prayer and sharing the bread and wine in remembrance of Jesus;
- Know of the special people in the Church such as ministers, elders, priests, vicars
- Know the main features of infant baptism and be aware of adult baptism

PE



Chatsworth Health and Wellbeing:
developing fitness

FITNESS

Develop and improve physical activity for sustained periods of time. Learn skills to solve problems, individually and as part of a team. Increase and improve on longevity of physical activity.

French

The body parts in French (spoken, song, drawing and labelling)
Hello /Goodbye (spoken, song)
My name is...
Introduce my family (Drawing labelled)
Singing French Songs and rhymes

To introduce ourselves in French.
To learn body parts

To use phonics to pronounce numbers 1 – 10

Music

Recognise aurally simple changes of dynamics in a song or instrumental piece (loud / medium / soft; sudden / gradual)
-Sing songs expressively using appropriate changes in dynamics to add expression and make sense of the lyrics (bring the story to life).
-Play simple percussion instruments with growing control using a range of dynamics (loud, soft, getting louder / softer)

Trips and/or events

Harvest Festival