



## Bowmansgreen Primary School

Termly Outline – Autumn 2019

Year Group: 2

Our main themes for learning this term are outlined below.

We hope this will aid you in supporting your child in the work they do at school and with the home learning they are set.

<b>English</b>	<p><b>Stories with Re-occurring Literary Language</b> The children will be:</p> <ul style="list-style-type: none"><li>• sequencing a story correctly.</li><li>• changing key features of the story to create their own version.</li><li>• retelling and rewriting 'Meerkat Mail'.</li><li>• identifying and defining: verbs, nouns, adverbs, adjectives and expanded noun phrases.</li><li>• writing and punctuating questions.</li><li>• choosing verbs and adjectives for effect.</li><li>• extending sentences using conjunctions.</li><li>• editing their own work for sense, grammar, spelling and effect.</li></ul> <p><b>Non-Chronological Reports</b> The children will:</p> <ul style="list-style-type: none"><li>• listen to, read and discuss reports.</li><li>• summarise what a report is about.</li><li>• identify and use the features of a report e.g. titles, diagrams, sub headings etc.</li><li>• assemble information on a subject.</li><li>• write for a specific audience.</li><li>• explore the use of first and third person when writing.</li><li>• write a non-chronological report linked to science topic.</li></ul> <p><b>Calligrams</b> The children will:</p> <ul style="list-style-type: none"><li>• discuss how to read poems effectively.</li><li>• read and respond to poems.</li><li>• build word collections around a theme.</li><li>• identify, define and create word banks of synonyms.</li><li>• create a pattern or shape on the page.</li><li>• experiment with alliteration.</li><li>• make adventurous word choices.</li><li>• write their own poem.</li></ul> <p><b>Spelling</b> The children will be:</p> <ul style="list-style-type: none"><li>• reviewing phonics - graphemes, digraphs and trigraphs taught in year one and EYFS.</li><li>• adding suffixes: -ing, -ed, -ful, -ment, -ly and -ness</li><li>• learn to differentiate between and spell homophones e.g. by, buy, bye and there, their and they're</li></ul>
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<b>Mathematics</b>	<p><b>Our key objectives will be to:</b></p> <ul style="list-style-type: none"> <li>• read and write numbers to at least 100 in numerals and in words.</li> <li>• recognise the place value of each digit in a number.</li> <li>• compare and order number from 0 to 100 .</li> <li>• recall and use addition and subtraction facts to 20 fluently.</li> <li>• use place value and number facts to solve problems.</li> <li>• counting in 2s, 3s, 5s and 10s.</li> <li>• solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures, applying their increasing knowledge of mental and written methods.</li> <li>• add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers.</li> <li>• recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.</li> </ul>
<b>Science</b>	<p><b>Materials and Movement</b> The children will be:</p> <ul style="list-style-type: none"> <li>• identifying, describing and sorting every-day materials. They will identify the uses of every day materials and explain why they are suitable. (This will be supported by our trip to AIRBUS.)</li> </ul> <p><b>Healthy Me</b> The children will:</p> <ul style="list-style-type: none"> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> <p><b>Working scientifically skills</b> The children will learn to:</p> <ul style="list-style-type: none"> <li>• observe closely.</li> <li>• perform simple tests.</li> <li>• use observations and ideas to suggest answers to questions.</li> <li>• gather and record data in answering questions.</li> </ul>
<b>Computing</b>	<p><b>Starting Research</b> The children will develop their understanding of researching using non-digital and digital sources, including the World Wide Web. They will develop their understanding of the need to check their research results. The children will present their research.</p>
<b>History</b>	<p><b>Significant individual – Neil Armstrong (Moon landing)</b> The children will:</p> <ul style="list-style-type: none"> <li>• use a variety of sources (photographs, diary entries etc) to find out about events.</li> <li>• create a timeline of events.</li> <li>• understand why an event is significant.</li> <li>• use topic-based vocabulary.</li> </ul>
<b>Geography</b>	<p><b>Where Our Food Comes From</b> The children will:</p> <ul style="list-style-type: none"> <li>• use world maps, atlases and globes to name and locate the seven continents, oceans and hot and cold areas of the world.</li> </ul>
<b>RE</b>	<p><b>Love</b> The children will:</p> <ul style="list-style-type: none"> <li>• identify ways in which we show love.</li> </ul>

	<ul style="list-style-type: none"> <li>• explain how love makes us feel.</li> <li>• explain how people look after each other in the community.</li> <li>• explain how different religions celebrate love (weddings and welcoming babies).</li> </ul>
<b>Art</b>	<p><b>Mondrian</b> The children will:</p> <ul style="list-style-type: none"> <li>• look at and express opinions about an artist's work.</li> <li>• explore the use of primary colours in art works.</li> <li>• mix primary colours to create secondary colours.</li> <li>• recreate a famous art work.</li> </ul> <p><b>Space pictures</b> The children will:</p> <ul style="list-style-type: none"> <li>• blend colours</li> <li>• create an image using different media e.g. paper, tissue paper, pastels</li> </ul>
<b>Music</b>	<p><b>Performance</b> The children will be singing for a performance (Christmas play and Christingle).</p> <p><b>Pulse and Rhythm</b> The children will be studying pop songs. Children will learn how to use their voices expressively and creatively by singing songs, whilst developing how to listen with concentration.</p>
<b>PE &amp; Games</b>	<p><b>Gymnastics</b> - High and low travelling</p> <p><b>SAQ (Speed, agility, quickness)</b> - Activities developing the transferable skills of speed, agility, quickness and footwork skills.</p> <p><b>Gym pathways</b> – Activities developing balance, moving through space and using a range of body parts.</p> <p><b>Handling skills</b> – Activities developing hand eye co-ordination, throwing, catching and aim.</p>
<b>PSHE</b>	<p><b>Families and people who care for me</b></p> <p><b>Respectful relationships</b></p>
<b>Design &amp; Technology</b>	<p><b>Making rockets</b> The children will be considering the suitability of materials when making their rockets.</p>

**PE:** Please can children have their PE kit in school **every day**. It must be named and suitable for both indoor and outdoor activities. Trainers are a compulsory item of PE kit.