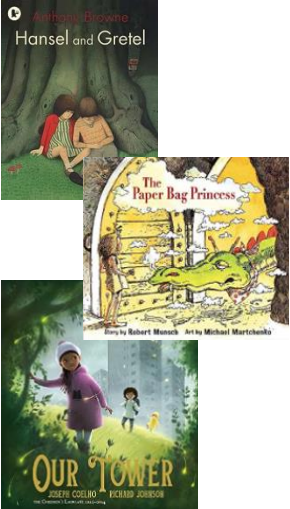




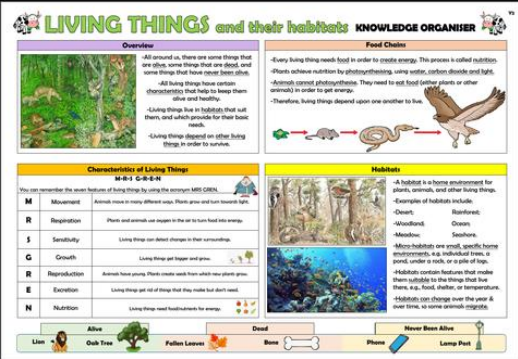


Writing	Phonics	Maths	Humanities History and Geography
<p>This term we are focusing on writing:</p> <p><b>Autumn 1:</b></p> <ol style="list-style-type: none"> <li>Character description</li> <li>Narrative-traditional tale</li> <li>Non-chronological report</li> </ol> <p><b>Autumn 2:</b></p> <ol style="list-style-type: none"> <li>Fantasy story</li> <li>Recount</li> <li>Acrostic poem</li> </ol> <p><b>Our key texts this term are:</b></p> <ul style="list-style-type: none"> <li>Hansel and Gretel by Anthony Browne</li> <li>The paperbag Princess</li> <li>Our Tower</li> </ul> 	 <p>Read Write Inc (RWI) is a phonics programme which helps <b>all</b> children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling.</p> <p><b>Phonics focus</b></p> <p><b>Autumn 1-</b> To date, your son/daughter will have learnt one way in which each long vowel sound is written (Set 2 sounds). When learning their Set 3 speed sounds they will be taught that there are more ways in which the same sounds are written, e.g. ee as in tree and ea as in tea.</p> <p>They will be working on 'Grey books'. These are more complex books including fiction and non-fiction titles. They will also be working on a range of writing tasks related to these books.</p> <p>After completing the RWI programme your child will then begin their fluency and VIPERS journey with us at Coton Green.</p>  <p>VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.</p>	<p><b>Y2- White Rose Maths</b></p> <ul style="list-style-type: none"> <li>Place value</li> <li>Addition and subtraction</li> <li>Shape</li> </ul>	<p><b>History</b></p> <p><b>The Gunpowder Plot</b></p> <p>Children will question what history is in their living memory and beyond, developing their historical vocabulary. They will be discussing what they know about Bonfire night and Guy Fawkes, questioning what Guy Fawkes did in order to still be remembered today. They will be exploring what went wrong with the plot and how we know about it today, looking at primary and secondary sources. Children will also be comparing how we celebrate Bonfire night now and in the past.</p>  <p><u>Spotlight lessons:</u></p> <p><b>Guy Fawkes</b></p> <p><b>Geography</b></p> <p><b>Countries and Capitals of the UK</b></p> <p>Children are going to be exploring what countries make the UK, how we can see the UK and where their location is on a map of the UK. They are going to find where the King lives and how we can travel to Cardiff from London, using maps and Atlases. They are also going to be exploring Scotland, trying to locate the Loch Ness Monster!</p> 

Science	PSHE/RSE	PE
<p><b>Uses of Everyday Materials</b> Children will explore properties of materials through questions such as: How long will my glass hammer last? Would a chocolate teapot keep my tea warm? My woolly jumper keeps me warm, so a mug made out of wool will keep my hot chocolate warm too, right? How many different materials can be used to make a spoon? Children will design a new toy/game for the children to play with on the playground.</p> <p><b>Living Things and Their Habitats</b> Children will consider what is a habitat and a micro-habitat. They will consider how living things are suited to their environment and how animals depend on their habitats, including food chains.</p> 	<p><b>Families and Friendships</b> Children will consider the role different people play in children’s lives and how they care for them. They will explore what it means to be a family and how are families different.</p> <p><b>Safe Relationships</b> Children will consider times when someone’s body or feelings might be hurt and whom they go to for help. They will explore how they might respond if being touched makes them feel uncomfortable or unsafe. Children will consider when it is important to ask for permission to touch others and how you ask for and give/not give permission.</p> <p><b>Respecting ourselves and others</b> Children will consider how kind and unkind behaviour makes people feel and what respect means.</p>	<p><b>Dance</b> Children will copy simple dance moves and show control of their body during dance. They will change direction during a dance and recognise the mood of a dance.</p> <p><b>Gymnastics Apparatus</b> Children will travel in different ways on apparatus and jump showing different body shapes. Children will jump on the apparatus safely.</p>
	<b>Art</b>	<b>Design and Technology</b>
	<p><b>Animal Detectives:</b> Children will explore different marks and pressures with a 2B pencil. They will learn how different tones can be created. Children will explore the qualities of wax crayons and watercolour paint to create a resist. Children will take part in a texture hunt by taking rubbings using wax crayons and paper and will use wax crayons to recreate animal skin patterns on different colours of sugar paper.</p>	<p><b>Mechanical Systems: Sliders and levers</b> Children will design and make a Christmas card with a simple mechanism. Children will evaluate their work.</p>
<b>Computing</b>	<b>Music</b>	<b>RE</b>
<p><b>Computer systems and networks- IT around us</b> How is information technology (IT) being used for good in our lives? With an initial focus on IT in the home, learners explore how IT benefits society in places such as shops, libraries, and hospitals. Whilst discussing the responsible use of technology, and how to make smart choices when using it.</p> <p><b>Creating media- digital photography</b> Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.</p>	<p><b>Timbre – Animals</b> Children will recognise, describe, name and play percussion instruments. They will consider how different instruments can be grouped. Children will explore ‘Carnival of the Animals’ and think about which instruments depict the animals. Children will create their own music to depict an animal.</p>	<p><b>Belonging</b> Children will consider the groups they belong to and the impact this has on their lives. They will consider what non-religious groups people might belong to. Children will explore why it is important to show mutual respect and tolerance to people with different views.</p> <p><b>Sacred Texts</b> Children will consider which objects are special to them in their lives. They will consider what a sacred text is, what the bible is and how is it handled by believers. Children will also consider what the Hindu scripture is and how is it handled.</p>