

Year 2 Autumn Term 1



Beachcombers

Oh, I do like to be beside the seaside. Do you? That's good, because you're about to become an expert beachcomber! We will be heading to Shoeburyness Beach where we will be looking for interesting and unusual objects. The children will be using their senses to spot, sniff and seek them out. Let's get beachcombing.



Dear Parents and Carers,

Welcome to Autumn Term 1 in Year 2. Our topic this half term focuses on Beachcombers. Please see below for how this links to different areas of the curriculum.

Kind regards,

Mrs Fraser, Mrs Savva and Mrs Whyatt

Science	Maths	English - writing
<p>Animals (including humans):</p> <ul style="list-style-type: none"> To notice that animals, including humans, have offspring which grow into adults To find out about & describe the basic needs of animals, including humans, for survival (water, food & air) <p>Living and non-living things:</p> <ul style="list-style-type: none"> To explore & compare the differences between things that are living, dead, & things that have never been alive To identify that most living things live in habitats to which they are suited & describe how different habitats provide for the basic needs of different kinds of animals & plants, & how they depend on each other To identify & name a variety of plants & animals in their habitats, including micro-habitats 	<p>Number - Place Value:</p> <ul style="list-style-type: none"> Partition a 2-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources to support this Read and write numbers in numerals up to 100 Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus Read scales where not all numbers on the scale are given and estimate points in between. Scale can be in the form of a number line or a practical measuring situation <p>Number – Addition and Subtraction (to be continued after half term):</p> <ul style="list-style-type: none"> Recall at least four of the six number bonds to 10 and reason about the associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$) Add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$; $46 + 20$, $16 - 5$, $88 - 30$) Add and subtract any 2 two-digit numbers within 100 using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$) Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associative additive relationships (e.g. if $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$) 	<p>Narratives:</p> <ul style="list-style-type: none"> Write for a range of purposes with increasing stamina and positivity Write narratives about their own experiences, real events and those of fictional characters Write down or say aloud what they want to write about before beginning, including ideas and new vocabulary Write longer sequences of sentences for a range of types of writing, including fiction, non-fiction, lists and captions, tongue twisters Reread what they have written to check it makes sense, including that verbs are written correctly and consistently, then evaluate their writing with the teacher and other pupils, making simple additions, revisions and corrections. Proof-read to check for errors in

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<ul style="list-style-type: none">To describe how animals, obtain their food from plants & other animals, using the idea of a simple food chain, & identify & name different sources of food <p>Working Scientifically:</p> <ul style="list-style-type: none">To ask simple questions & recognise that they can be answered in different waysTo observe closely, using simple equipmentTo perform simple testsTo identify & classifyTo use their observations & ideas to suggest answers to questionsTo gather & record data to help in answering questions			spelling, grammar and vocabulary
<u>PSHE</u>	<u>RE</u>	<u>Computing</u>	<u>PE</u>
Relationships with others To know: <ul style="list-style-type: none">God loves youWho your ‘special people’ areHow to treat others wellThe importance of saying sorry.How to talk about and manage your feelingsHow to stay healthy in mind and body	The Chosen People To know: <ul style="list-style-type: none">that we are chosen by Godthat God chose certain people to lead and guide his peoplethat God called Abrahamthat God chose Moses to be a great leaderhow Samuel responded to God’s callthe story of Daniel in the lions’ den	We will be learning about the importance of: <ul style="list-style-type: none">Web searchesCommon uses of ICTDigital representation	<ul style="list-style-type: none">Health & Wellbeing with Mr ReillyDance with Class Teacher
<u>History</u>	<u>Geography</u>	<u>Art & Design</u>	<u>Design & Technology</u>
<i>History is not part of our topic this term</i>	Coastal features: <ul style="list-style-type: none">To describe the size, location, and position of a physical feature, such as beach, cliff coast, forest, hill, mountain, sea, ocean.	<ul style="list-style-type: none">Sketching3D modellingSeascapes	Designing, making and evaluating finger puppets

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	<p>river, soil, valley, and vegetation.</p> <ul style="list-style-type: none"> To identify the similarities and differences between two places. To study aerial photographs to describe the features and characteristics of an area of land. 		
<u>French</u>	<u>Music</u>		
In My Town <i>Please see the French Knowledge Organiser sent last week</i>	Vocal and body sounds: (Theme: By the sea) <ul style="list-style-type: none"> To make links between music, sounds and environments. To use percussion, vocal and body sounds to represent calm or stormy seas. 		
<u>Trips/Curriculum Days</u>	<u>PE Days</u>	<u>Ideas for home</u>	
<ul style="list-style-type: none"> Shoeburyness Beach Trip – Thursday 21st September 2023 	PE Autumn Term 1: Wednesday and Thursday	<p>You could:</p> <ul style="list-style-type: none"> bring pictures from home of yourself or family members at the seaside. Are there any of someone swimming in the sea? Identify the different locations on a UK or world map visit your local library to browse or borrow story and information books about the seaside. Write or film a book review about your favourite with an adult, use the web to research famous artists who use the beach for inspiration make a miniature seashore garden using natural materials, such as pebbles, twigs, sand and shells create a collage of a seaside scene using magazine pages share with your family the tongue-twisters and riddles you have learnt. Can you write some more of your own? make a 3-D sea animal. You can use any material you like – perhaps papier mâché, fabric, plastic bottles, clay, play dough or Lego pieces? write a poem about the living things that make their home in a rock pool. An acrostic or shape poem would be fun! design, draw and paint a picture of a beach hut <p>High Quality Text examples to support reading:</p> <ul style="list-style-type: none"> The Lighthouse Keeper's Lunch A range of non-fiction books; Seaside Holidays Then and Now 	