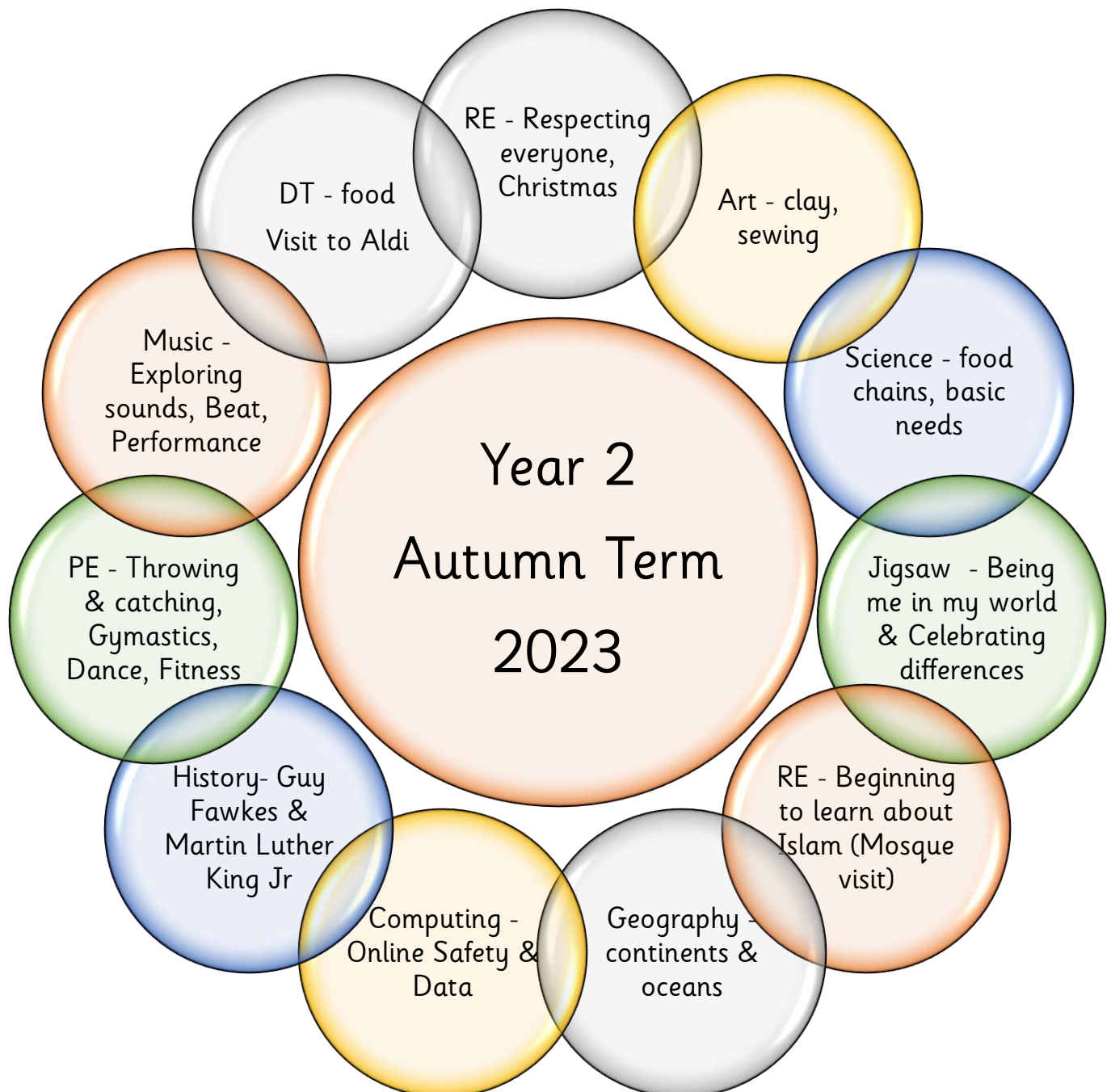


Donnington Wood Infant School and Nursery

In addition to phonics, reading, writing and maths we have the following exciting learning planned for this term -



More detail about specific learning in each area is on the back of this sheet.

Please talk to your child's teacher if you would like more information.

Donnington Wood Infant School and Nursery

Year 2 Autumn Term 2023



Phonics and Reading	Maths
Read 16/64 Y2 common exception words	<u>Number: place value</u>
Read aloud many words quickly and accurately without overt sounding and blending (Phase 5)	Read and write numbers to at least 100 in numerals and words.
Sound out many unfamiliar words accurately (<i>Phase 5</i>)	Recognise the place value of each digit in a two digit number (tens, ones).
Answer questions about a familiar book they have read	<u>Number: addition & subtraction</u>
Literacy	Addition and subtraction bonds to 20
<u>Story - traditional tale, poetry, instructions, recount, story - familiar setting, information text</u>	Bonds to 100
Form lower-case letters of the correct size relative to one another in <u>some</u> of the writing	Add and subtract 1s
Segment spoken words into phonemes and represent these by graphemes (phase 5), spelling some words correctly and making phonetically-plausible attempts at others	10 more and 10 less
Spell 40+/45 Y1 common exception words	<u>Number: multiplication & division</u>
Write sentences that are sequenced to form a short narrative (real or fictional)	Recall 2, 5 and 10 times table
Demarcate most sentences in their writing with capital letters and full stops	Recognise, make and add equal groups
Use spacing between words that reflects the size of the letters in <u>some</u> of the writing	Make multiplication number sentences from pictures/ arrays
Art	<u>Number: fractions</u>
<u>Clay Day</u>	Recognise and find $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{3}{4}$
<u>Textiles/sewing</u>	Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$
Begin to sew fabrics together	<u>Measures: time</u>
Use tools safely for cutting and joining materials and components	Recognise time o'clock, half past, quarter past and quarter to.
Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	<u>Measures: money</u>
Select from and use appropriate tools and textiles according to their characteristics	Count money in pence or pounds
Evaluate their product against criteria and purpose	Recognise different coins and notes
<u>Clay - pinch and coil pots</u>	Science
Explore different techniques for working with clay	<u>Basic needs</u>
Use appropriate language to describe tools, process, etc	Find out about and describe the basic needs of animals, including humans, for survival (water, food & air).
Say how other artists have used pattern and shape	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
Use a range of materials creatively to design and make products	<u>Living/dead/never, food chains</u>
About the work of a range of artists, craft makers & designers, describing the differences & similarities between different practices & disciplines, & making links to their own work	Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
DT	Explore & compare the differences between things that are living, dead, & things that have never been alive
<u>Food prep</u>	Computing
Use simple utensils and equipment to e.g. peel, slice, squeeze, grate & chop safely	<u>Online safety</u>
Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product	Use technology safely & respectfully, keeping personal information private
Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences	Identify where to go for help and support when they have concerns about content or contact on the internet or other online
Evaluate ideas and finished products against design criteria, including intended user and purpose	<u>Data</u>
Understand where a range of fruit and vegetables come from e.g. UK or other countries	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
Understand and use basic principles of a healthy and varied diet to prepare dishes	RE
PE	<u>Mosque visit</u>
<u>Games – Throwing and Catching</u>	<u>Respect everyone</u>
Roll, catch and throw a ball	Consider the key question 'What makes us special?'
Bounce a ball with control whilst moving	Find out about people with different beliefs to their own and to think for themselves about questions to do with respect, uniqueness, similarity and difference.
Throw, catch and bounce a ball with a partner	Consider what can be learned from stories about diversity and stories about neighbourliness and respond with examples and ideas referring to their own experiences, beliefs and values.
Pitch a quoit sideways	<u>Beginning to learn from Islam</u>
<u>Circuit Training</u>	How are religious buildings used?
Change the direction of movements with control	Why are religious buildings important to believers?
Use and combine different types of jumps	<u>Christmas</u>
Perform movements with control and accuracy	PSHE (Jigsaw)
Combine more than one skill to complete an activity	<u>Being me in my world</u>
Complete activities independently and try to improve own performance	Identify some of my hopes and fears for this year
Watch others and use this to improve own performance	Understand the rights and responsibilities for being a member of my class and school
<u>Gymnastics – Landscapes & Cities (Crossbar)</u>	Listen to other people and contribute my own ideas about rewards and consequences
<u>Dance (Crossbar)</u>	Understand how following the Learning Charter will help me and others learn
Music	Recognise the choices I make and understand the consequences
<u>Exploring sounds</u>	<u>Celebrating difference</u>
Develop the use of vocal sounds to express feelings	Start to understand that sometimes people make assumptions about boys and girls (stereotypes)
Notate pitch shape and duration using simple line graphics	Understand that bullying is sometimes about difference
Understand the structure of call and response songs	Recognise what is right and wrong and know how to look after myself
Identify ways of producing sounds (eg shake, strike, pluck)	Understand that it is OK to be different from other people and to be friends with them
Match descriptive sounds to images	Say some ways I am different from my friends
<u>Beat</u>	History
Developing a sense of steady beat through chant, actions, and instruments	<u>Significant individuals - Guy Fawkes & Martin Luther King Jr</u>
Performing a steady beat	Study-the lives of significant individuals who contributed to national and international achievements
<u>Christmas-performance</u>	Study events beyond living memory that are significant nationally or globally
Geography	Understand some of the ways in which they find out about the past and identify different ways in which it is represented
<u>Oceans and continents</u>	Choose & use parts of stories and other sources to show that they know & understand
Name and locate the world's seven continents and five oceans.	Ask and answer questions
Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.	Use a wide vocabulary of everyday historical terms