

Year 2 Autumn Term

Not All Heroes Wear Capes

In September 2023, the Year 2 children will begin their autumn term learning expedition, focusing on the guiding question:

“How can I be a hero in my community?”

Hook

We will begin our expedition by having a ‘Superhero’ day. The children and staff will have the option to come to school dressed up as someone they admire, their hero. Throughout the day, we will discuss and record why we chose the hero we did. We will then use crafts to make our own heroes and use the iPads to turn ourselves into cartoon superheroes. We will also learn how to get fit and work as teams during our active hero challenges.

Our Learning

Through our **history** case study (Case Study 1) we will learn about the lives of significant individuals in the past who have contributed to national and international achievements. We will start by looking at what makes an individual “significant”? We will explore criteria and use a checklist to help us decide whether someone is believed to be historically significant. We will look at individuals from different categories of significance based on the person’s area of expertise such as explorers, activists, scientists, artists and compare and contrast aspects of their lives and the impact they had. We will then deepen our historical knowledge and understanding of the lives and significance of the explorers Ibn Battuta and Neil Armstrong and make comparisons across different eras. We will also explore the lives of Rosa Parks and Emmeline Parkhurst and discover their courageous acts against unfairness. Alongside other modern day significant individuals, we will also study Malala Yousafzai, twenty first-century activist for girls’ education in Afghanistan. We will learn how anyone can try to make a stand against injustice and plan a campaign.

During our **geography** lessons (Case Study 2), we will study our local community. We will ensure we understand where Whitehouse is located in the world, within the UK and the city of Milton Keynes, building upon our prior knowledge. We will discuss with the children what they think an area needs in order to be a community and distinguish which of these are human and physical features. We will use simple fieldwork and observational skills to explore the environment in our locality and discuss ways we can help to improve our local environment. Then we will develop our map reading skills to allow us to read and interpret map symbols and use positional and directional language to navigate, as well as using the points of a compass when giving directions and planning a route. We will use maps of the local area to plan a walk in our community and identify human and physical features.

We will start our PSHE case study (Case Study 3) by using the books *Little Leaders: Bold Women in Black History*, *Little Leaders: Visionary Women Around the World* and *Little Leaders: Exceptional Men in Black History* by Vashti Harrison, to invite everyone to go on an inspirational journey. We will be exploring the different themes of the books, encouraging the children to consider what it means to be a BOLD, VISIONARY and EXCEPTIONAL leader – we will identify significant leaders from history, our local community and consider how the children themselves might become leaders of the future.

In our PSHE lessons, the children will discuss their hopes and fears for the year ahead and talk about feeling worried, recognising when they should ask for help and who to ask. We will learn about our rights and responsibilities, how to work collaboratively as well as how to listen to each other and how to make our classroom a safe and fair place. We will also learn about choices and the consequences of making different choices. Later on, the children will discuss gender stereotypes, that boys and girls can have differences and similarities and that is OK. We will develop the children’s understanding of bullying and that this can sometimes be because of differences, that this shouldn’t happen and how to support a classmate who might be being bullied. We will talk about similarities and differences and that it is OK for friends to have differences without it affecting their friendship.

Final Product and Family Learning

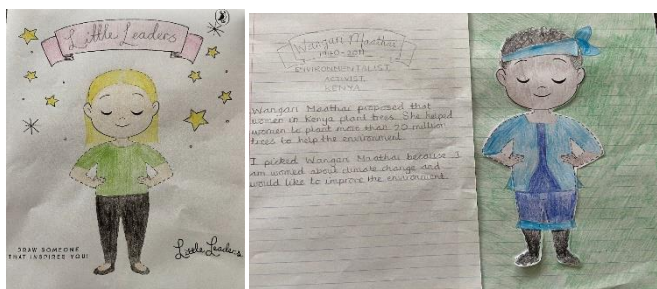
Each child will create their own Little Leaders book based on the work of Vashti Harrison. In the book, the children will celebrate the achievements of people who have inspired them, both historically and in the local community. They will look at their ideas and dreams for the future good of the world, and make a pledge to themselves and each other about how they can be a hero in their own community too. The children will have the opportunity to share their book with children from another year group.

We would like the children to talk to family members throughout the expedition about what they do, discussing: Are these roles linked to our local communities? What roles do their other members of their family do? What impact do they have?

Key Texts



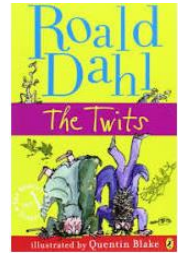
Staff Model Product



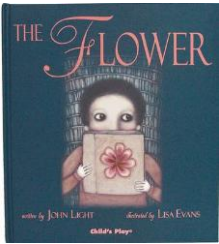
Other subjects taught this term:

Writing

We will start the half term by writing a recount of our walk around Whitehouse. We will describe the things that we saw which makes Whitehouse a community. Later on in the term, the children will be writing a character description linked to 'The Twits' by Roald Dahl. We will learn how to use the conjunctions 'and' and 'because' to add additional detail as well as lots of exciting adjectives. We will continue to use this text towards the end of term when the children will learn how to write instructions.



Reading



To hook the children into our new learning we will begin the half term by looking at the picture book "The Flower" by John Light. We will begin by exploring our own experiences of nature and investigating how it makes us feel. Together, we will use inference skills to understand and explore emotions within the book. Our second text is 'The true Story of the Three Little Pigs', where we will be practising and developing our retrieval and inference skills.

Phonics

The children will engage in our daily phonics sessions where we revise our graphemes and phonemes. We will do this through revising our speed sounds and spelling our green words. The children will engage in partner reading where they read new books to familiarise the sound being taught.



Maths

Thousands	Hundreds	Tens	Ones
Th	H	T	O
4	5	2	8

We will start the term with our unit on place value. We will begin by recapping numbers to twenty and then to 100. We will explore ways to do this practically as well as pictorially. The children will use their knowledge of tens and ones to count objects to 100. The children will explore how to use a place value chart to identify the value of each number: ones, tens and hundreds. Following this, we will use our knowledge of place value to compare objects and numbers and order them in ascending order

(smallest to greatest in value). We will look at the different ways of partitioning numbers using part-part-whole models. Building on this, we will then identify and find the position of given numbers on a number line. Finally, we will practise counting in 2s, 5s and 10s every day through our rolling numbers, before moving on to our 3s and 4s.

Science

This half term, the children will learn about living things and their habitats. We will explore and compare the differences between things that are living, dead and things that have never been alive. Following on from this, we will then identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants in addition to how they depend on each other. Finally, the children will describe how animals obtain their food from plants and other animals, using the idea of a food chain, and identify and name different sources of food.

Music

Our first music unit will be West African call and response. Call and response is like a question and answer in music and appears in lots of music around the world, like gospels, blues and hip hop. The children will learn how to use tempo, dynamics and timbre in a piece of music, whilst playing instruments appropriately and in time with their group. We will also practise our singing skills and learn how to sing back the melody line in time and at the correct pitch, before concluding the unit by playing either a call and/or response role in time with another pupil. Our second unit will be about orchestral instruments: the children will learn to identify some of the instruments and the sounds of the different sections of the orchestra, as well as explaining what is happening in the music using language relating to emotion.



Computing

The children will begin by focusing on information technology that is around us including recognising the uses and features of I.T (in and beyond school), knowing how it helps us and how to use it safely, by the choices we make. Then, the children will learn about digital photography, using digital devices to take photographs and knowing what makes a good one. They will make choices when taking them, decide how they can be improved and use tools to change them.

DT

The children will be developing their sewing skills, using binca and embroidery threads, to make their own bookmark. The children will be taught how to thread a needle, tie a knot and use simple stitches, such as the running stitch.

Spanish



The children will be learning how to say the colours (red, green, yellow, blue, black and white) in Spanish, as well as the numbers one to five. Later in the term, the children will practise their speaking skills by asking and answering an informal question relating to emotions.

RE

The children will learn about how and why Jews celebrate Hanukkah. They will also learn about what special texts are used in the synagogue and why the Torah is special to Jews.



Art



We will begin by exploring colour theory by describing a range of primary and secondary colours. We will explore colour mixing, using paint, in a practical way by investigating what colours are produced when mixing primary and secondary colours together. The children will be encouraged to think about how different colours make them feel and why they have selected certain colours for their artwork. We will then learn about different designers, including Laura Ashley, and observe their use of colour and repeated patterns before developing our printing techniques to create our own artwork.

PE

The children will begin this term by developing their fundamental movement skills. Lessons will be linked to a 'going to the zoo' theme and will focus on running, jumping, hopping, galloping and skipping. Following this, during dance lessons, the children will focus on a superhero theme. Some of the skills being developed will include remembering a short motif, to move from high to low, turning at different speeds, and to show emotion through different gestures.

Lastly, the children will take part in invasion games using a Peter Pan theme. These lessons will begin to explore the skills used in invasion games such as football, basketball and rugby. Lessons will build on essential skills such as passing, dribbling, controlling a rugby ball, and to follow rules of a game to score points.

