

<p style="text-align: center;">Mental and Physical Well Being (MPWB) Health & Self Care Moving & Handling Making Relationships Managing Feeling & Behaviour Self Confidence & Self Awareness</p> <ul style="list-style-type: none"> Indoor PE : Dance (Link EAD); Multi-skills activities to develop balance, coordination and other movement skills (PE) Outdoor games : Ball skills including passing, receiving, throwing overarm and under arm (PE) Develop a sense of awe and wonder at the natural world (RE) (Link EAD) Reflect on different lived experiences and attitudes (PSHE) Reflect on the similarities and differences between genders (RSE) Learn who's in charge in our school, our local area and our country (PSHE) Discuss the need for leaders and the responsibilities this carries (PSHE) Learn how to be safe online (PSHE) (Link UW) Discuss how to recognise when a situation is unsafe and where to go for help (PSHE) (Link UW) Discuss ideas and opinions about how human actions can affect our environment (Link UW) Think about the importance of Art and Design in our world; how it can help to improve our feelings and how it can affect global action (Link UW & EAD) Respond to elements of stories and music through dance (PE) (Link EAD) Manipulate materials by cutting, scoring and assembling (fine motor skills) Develop fine motor skills such as pencil grip by handling, stacking materials and mark making Develop and build hand eye coordination with ball skills Music – Move expressively to music, taking turns, playing tuned and untuned percussion instruments with control (fine and gross motor skills) 	<p style="text-align: center;">Year 2 Topic Planner Autumn 1</p> <p style="text-align: center;">Into the Woods!</p> <p>Topic description: In this topic we will journey into the different types of forests and woodlands of the world and, those in our local environment. We will learn all about woodland animals and their habitats.</p> <p>The Big Question : Why should we care about forests?</p> <p>Key Questions we will consider in this topic are:</p> <ul style="list-style-type: none"> What animals live near me? How does an animal home the same/different from a human home? What is the woodland like around me How is my local woodland different to forests and woodlands around the world <p>The following National Curriculum subjects will be covered this half term</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Art (A)</td> <td style="width: 33%;">Design and Technology (DT)</td> <td style="width: 33%;">Computing (C)</td> </tr> <tr> <td>English (E)</td> <td>French (MFL)</td> <td>Geography (G)</td> </tr> <tr> <td>Maths (Ma)</td> <td>Music (M)</td> <td>Physical Education (PE)</td> </tr> <tr> <td>Science (S)</td> <td></td> <td></td> </tr> </table> <p>Other subjects covered Personal, Social, Health and Economic (PSHE/RSE) Religious Education (RE)</p>	Art (A)	Design and Technology (DT)	Computing (C)	English (E)	French (MFL)	Geography (G)	Maths (Ma)	Music (M)	Physical Education (PE)	Science (S)			<p style="text-align: center;">Understanding the World (UW) The World People and Communities Technology</p> <ul style="list-style-type: none"> Investigate and compare things that are living, dead and things that have never been alive (S) Identify and ask questions about plants & animals in the local area and their habitats (S) Observe and record local habitats, plants and seasonal changes(S) Ask questions about how where you live determines your habitat (S) Investigate the local carnivores, herbivores and omnivores (S) Learn about simple food chains (S) Use atlases to locate and name the 7 continents, the 5 oceans, the Equator and the Poles on map of world (G) Identify areas of forestation in the UK and around the world (G) Ask questions about how geographical location and weather patterns affect where and how you live (G) Recognise characteristics of a trustworthy person online (PSHE) (Link MPWB) Know what is meant by personal information (Link MPWB) Recognise when an online situation is unsafe and know who to go for help (PSHE) (Link MPWB) Research questions using search engines (x curricular) (Link MPWB/CL) Read and discuss a wide range of fiction and non-fiction (x curricular)(Link Lit) Use primary and secondary sources to study and ask questions (x curricular)
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<p style="text-align: center;">English/ Literacy (Lit) Reading Writing</p> <ul style="list-style-type: none"> As a class listen to 'Wolves in the Wood by Neil Gaiman (E) (Link CL) Read and discuss a range of texts on the themes of woodland animals and the environment (E/) Identify the language, text level and layout features of instructions and non-chronological reports (Link CL) Write instructions for how to make a mask Write a report about a woodland animal Develop the skills of re-reading, editing and improving Plan, write and edit a short story (Link CL) Apply knowledge of phonics to spell familiar and less familiar words Read a range of poetry about trees (Link UW) Identify and write simple and compound sentences Organise writing into paragraphs around a theme Understand and use punctuation - capital letters, full stops, question marks, exclamation marks, commas in a list and apostrophes for possession and contractions 	<p style="text-align: center;">Communication and Language (CL) Understanding Listening and Attention Speaking</p> <ul style="list-style-type: none"> To be able to reason, explain and justify opinions, learning and processes across a range of topics and subjects Ask interesting and relevant questions Discuss different genres of writing Listen to stories Learn and rehearse new vocabulary Listen to the opinion of others, negotiate, compromise and develop ideas Learn and orally rehearse the language of instructions; act out the steps/stages of mask making; present to an audience; work with others – listening and responding (Link Lit) MFL – practice and present greetings, colours, months, seasons, names of fruit (MFL) Understand and describe how musical dimensions pitch, texture, dynamics and tempo are combined for effect using musical vocabulary. Understand that music can be used for different purposes e.g. to describe characters in a story. Learn a range of songs, singing games and rhymes (M) 	<p style="text-align: center;">Expressive Arts and Design (EAD) Exploring & Using Media & Materials Being Imaginative</p> <ul style="list-style-type: none"> Design and make an animal mask made of papier-mâché Explore and investigate the work of environmental artist Robin Wood (Link UW) Observe, draw and paint woodland animals Observe and draw plants in our local environment Listen and respond to music Explore elements of music through storytelling and character Role play scenes from stories (Link Lit & CL) <p>Peter & The Wolf (M)</p> <ul style="list-style-type: none"> Identify some orchestral instruments and other orchestral features – <i>conductor, composer.</i> Understand and describe how musical dimensions pitch, texture, dynamics and tempo are combined for effect using musical vocab Move expressively to music Learn a range of songs, singing games and rhymes Play tuned (glocs) and untuned percussion instruments with control Understand that music can be used for different purposes e.g. to describe characters in a story. 												
<p>Maths</p> <ul style="list-style-type: none"> Place value - recognise the place value of each digit in a two-digit number (tens, ones) Addition and subtraction – recall and use facts to 20 and understand and use related facts to 100. Focus on mental maths and fluency Reasoning and problem solving to be included in the above areas Read and write numbers to at least 100 in numerals and in words 	<p>Points to consider when planning Opportunities to include philosophy within lessons Opportunities for exploring current affairs Opportunities to develop awareness of environmental issues Characteristics of Effective Learning (Motivation, Thinking, Engagement). Kilmorie Child Qualities</p>	<p>Trips and visit The Horniman Museum Nature Trail The Barbican Bright Sparks Concert</p>												