

Then God said, "Let us make mankind in our image, in our likeness, so that they may rule over the fish in the sea and the birds in the sky, over the livestock and all the wild animals and over all the creatures that move along the ground." So God created mankind in his own image, in the image of God he created them; male and female he created them. God blessed them and said to them, "Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish in the sea and the birds in the sky and over every living creature that moves on the ground." - Genesis 1: 26-29



Year 2

Autumn 1

ESSENTIAL KNOWLEDGE

By the end of this half term, the children will know...

- The place value of each digit in a two digit number.
- How to write a sentence with a capital letter, full stop, finger spaces and 'and' to co-ordinate.
- How to use a range of drawing and shading techniques including hatching, cross-hatching, stippling, blending and smudging.
- The location of Salford and the human and physical features of the local area and an understanding physical features being natural.
- A symbol on a map represents a place and use geographical language to describe Salford.
- L.S Lowry is a famous artist from Salford who was famous for industrial landscapes and matchstick men.
- How they can help to protect and care for their local area.

Launch

Field work of the school grounds.

Explore

Walk around our local area to complete field work.

Energise

Children to create Lowry inspired art work. Visit the art gallery at The Lowry.

Trip to Salford Quays and the Lowry to complete field work using maps, compasses and aerial view photographs.

Celebrate

Artwork to be shared on Seesaw with parents.

Reflect

Where do you belong?
How can you be a hero of our local area?

Core Subjects

Religion

Domestic Church - Family

Beginnings

BIG QUESTION – Who made the world and everything in it?

EXPLORE – The many beginnings each day offers

REVEAL – God is present in every beginning

SCRIPTURE- Genesis 1: 3, 9, 20, 24-26, Psalm 8: 3-11, Psalm 139: 14-18, Psalm 19: 1-5, Ephesians 1: 3-5

Q - Where do I come from? Why are some beginnings easy and some difficult? Will there be many beginnings in life? lives?

Baptism/Confirmation - Belonging

Signs and Symbols

BIG QUESTION – Are signs and symbols important?

EXPLORE – Experience of signs and symbols

REVEAL – Signs and symbols used in Baptism

English

GENRE- A circular narrative

FOCUS TEXT-A River by Marc Martin

GPS- Capital letters, full stops, adjectives and 'and' to co-ordinate sentences

GENRE-A letter

FOCUS-A River by Marc Martin

GPS-Capital letters, full stops, adjectives, expanded noun phrases

Maths

Place Value

- To know the place value of each digit within a two digit number

Addition and Subtraction

- Use concrete (Base 10), pictorial (Base 10 jottings) and abstract methods (Column addition and number line addition) to add and subtract within 100

Science

'What are windows and doors made of and why?'

Materials and their Properties

- Children will identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
- Work scientifically to observe and identify the uses of everyday materials around school and the local environment and reasons for their uses.
- Perform simple tests on materials to test their strength and absorbency and record their observations and results.
- Children will find out about people who have developed new materials.
- Design, make and test a paper bridge.

CONTENT

Foundation Subjects

History/Geography

What are the human and physical features of Salford?

Our Local Area

- Use OS maps, aerial view maps and draw own sketch maps of our local area.
- Locate human and physical features on maps in the school grounds, local area and Salford Quays.
- Explore the school grounds and visit Light Oaks Park and Salford Quays to undertake field work.
- Understand the impact people are having on our local area.

Art and Design and Design Technology

Art

Drawing/Painting

Artist: L.S Lowry

Knowledge- Lowry landscapes

Skills- Continuous line drawing, draw lines/marks from observations, use charcoal, felts and pastels, understand tone through different pencils, use and mix watercolour paints in primary colours and begin to control the type of marks used when painting (mixing, adding texture).

Design and Technology

Structures

Knowledge- Design, plan, make and evaluate a free standing structure

Skills- Cutting, shaping joining and finishing

Physical Education

Multi Skills

- Teamwork
- Control
- Coordination
- Co-operation
- Spatial awareness

Computing

Computer Systems and Networks

- To recognise the uses and features of information technology.
- To identify information technology in the home.
- To identify information technology beyond school.
- To explain how information technology benefits us.
- To show how to use information technology safely.
- To recognise that choices are made when using information technology.

CARITAS

THEME- The dignity of the Human Person

FOCUS- We love and look after each other because we are all brothers and sisters.

FOCUS – Loving each other makes us strong.

Holy Days

FEAST DAY OF ST. LUKE – 18TH October

We celebrate the life of our patron Saint, St. Luke.

PSHE

Being Me in My World

In this topic, children will learn about themselves and their place in the world. They will cover the following PSHE learning intentions:

- I can identify some of my hopes and fears for this year
- I know how to use my Jigsaw Journal
- I understand the rights and responsibilities for being a member of my class and school
- I understand the rights and responsibilities for being a member of my class
- I can listen to other people and contribute my own ideas about rewards and consequences
- I understand how following the Learning Charter will help me and others learn
- I can recognise the choices I make and understand the consequences