

Autumn 2: On Our Doorstep: Clues to the Past



On Our Doorstep: Clues to the Past

Opportunities & Hook for Learning: Hike around Heaton/visit from historian.

Broadening Horizons Weekly Picture News Assembly.	Spirituality Reflective Spaces Hand2Mouth Journey/Godly Play.	Emotional Awareness Circle time H2M Journey
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ENGAGE/HOOK: Hedgehog Patrol!

MATHS <u>Addition and Subtraction</u> - I can add and subtract numbers with no exchange. - I can add and subtract 2 and 3 digit numbers. - I can use compliments to 100. - I can estimate answers. - I can use inverse operations. <u>Multiplication and Division A</u>	ENGLISH Class Novel: Diary of a Killer Cat Autumn 1 Purpose: Writing to Inform Composition and text: Non-Chronological Reports – Hedgehogs. Instruction text – How to care for a hedgehog in need.	RE <u>What are the Deeper Meanings of Festivals?</u> <u>L2.9</u>
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• I can use arrays. • I can count in 2s, 5s and 10s. • I can use sharing and grouping. • I can multiply and divide by 3. • I can multiply and divide by 4. • I can multiply and divide by 8.	<u>Vocabulary & Grammar</u> Year 2 consolidation (Cont.): I can use expanded noun phrases I can use simple conjunctions for coordination and subordination. I know the difference between a statement, question, exclamation and command. I can use present and past tense verb forms, mostly correctly and consistently. I can spell common exception words (KS1) mostly correctly. I can apply Y1/2 spelling rules accurately (e.g. -ed, -ing, est, -er, -s, -es suffixes). I can join or print my writing using the correct strokes. I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. <u>Punctuation</u> Year 2 consolidation: I can demarcate sentences with capital letters and full stops, question marks, exclamation marks, commas to separate items in a list and apostrophes for contraction and possession. (Still not secure – embed this half term).	<table><tr><td>Identify the main beliefs at the heart of religious festivals (i.e. at least one festival in at least two religions)</td></tr><tr><td>Make clear links between these beliefs and the stories recalled at the festivals.</td></tr><tr><td>Make connections between stories, teachings, symbols and beliefs and how believers celebrate these festivals</td></tr><tr><td>Raise questions and suggest answers about what is worth celebrating and remembering in religious communities and in their own lives</td></tr><tr><td>Make links between the beliefs and practices studied and the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, giving good reasons for their ideas</td></tr><tr><td>Talk about what they have learned, how and why their thinking has changed.</td></tr><tr><td>Describe how believers celebrate festivals in different ways (e.g. between celebrations at home and in community; and/or a variety of ways of celebrating within a religious tradition).</td></tr></table>	Identify the main beliefs at the heart of religious festivals (i.e. at least one festival in at least two religions)	Make clear links between these beliefs and the stories recalled at the festivals.	Make connections between stories, teachings, symbols and beliefs and how believers celebrate these festivals	Raise questions and suggest answers about what is worth celebrating and remembering in religious communities and in their own lives	Make links between the beliefs and practices studied and the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, giving good reasons for their ideas	Talk about what they have learned, how and why their thinking has changed.	Describe how believers celebrate festivals in different ways (e.g. between celebrations at home and in community; and/or a variety of ways of celebrating within a religious tradition).
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COMPUTING <u>Scratch</u> • Tinkering with scratch • Using loops • Making an animation • Story telling • Programming a game.	SCIENCE Light • Recognise that they need light in order to see things and that dark is the absence of light • Notice that light is reflected from surfaces • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes • Recognise that shadows are formed when the light from a light source is	ART Access Art: Working with shape and colour • I can explore an artwork through looking, talking and drawing. • I can work in my sketchbook, making drawings and notes using pencils and pens. • I can cut shapes directly into paper, using scissors, inspired by an artwork. • I can collage with my cut elements, choosing colour, shape and composition to make my own creative response to an							

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A home for a hedgehog.

Generating ideas and designing:

- Generate realistic ideas through discussion and design criteria for an appealing, functional hedgehog home fit for purpose and specific user/s.
- Use annotated sketches, prototypes, final product sketches and pattern pieces to develop and express ideas.

Making:

- Plan the main stages of making.
- Select from and use a range of appropriate tools and equipment, including glue and cardboard, with some accuracy related to our product (hedgehog home).
- Select from and use cutting and finishing techniques suitable for a hedgehog home.

Evaluating:

- Test our product against the original design criteria and with a toy hedgehog and/or other small hibernating animal.
- Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.

Key vocabulary:

blocked by an opaque object

- Find patterns in the way that the size of shadows change.

Working Scientifically

- Ask relevant questions and use different types of scientific enquiries to answer them.
- Set up simple practical enquiries, comparative, and fair tests.
- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers.
- Gather, record, classify, and present data in a variety of ways to help in answering questions.
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Use results to draw simple conclusions, make predictions for new values, suggest improvements, and raise further questions.
- Identify differences, similarities or changes related to simple scientific ideas and processes.
- Use straightforward scientific evidence to answer questions or to

artwork.

- I can add to my collage, using line, colour and shape made by stencils.
- I can explore negative and positive shapes.

user, purpose, design, model, evaluate, prototype, annotate, sketch, investigate, label, drawing, function, planning, design criteria, annotated sketch.	support their findings.	
HISTORY • I can talk about how Heaton has changed over time. • I can look closely at 3 buildings in Heaton, and describe how they have changed over time, giving possible reasons for this. • I can research local landmarks using the internet. • I can make a time line of when local landmarks were built in Bradford.	GEOGRAPHY	PSHE <u>Health and Wellbeing</u> • I understand and plan for a healthy lifestyle including physical activity, rest and diet • I understand what a balanced diet is • I know that what I eat affects my mood and behaviour • I understand that I need more energy some days. • I understand the different aspects of my identity • I can say what I am good at • I understand that I am part of different groups/communities • I understand that my identity is linked to the groups I am a member of • I understand that there are similarities and differences between people • I understand what being lonely means • I can break down barriers into smaller, achievable goals • I can identify a problem or barrier • I can break down a problem into smaller goals • I can create a plan to overcome a barrier or issue • To understand the benefits of healthy eating and dental health • I can describe the benefits of a healthy diet on mental and physical well being • I understand the importance of good oral

		hygiene • I understand the importance of keeping well hydrated SMSC AT1: Helping ourselves when we are stuck. British values: Democracy, tolerance. School Values: September - Peace
MUSIC Charanga: AT2 Year 3 Glockenspiels Part 1 Learn to play and read notes C, D, E and F Compose using notes C, D, E and F Perform and share.	MFL – Spanish Language Angels www.languageangels.com Autumn 2 unit: Los Animales	PE • 3CF Swimming • Tri-golf

Outdoor Learning Opportunities: Swimming Lessons/Forest schools/Walk around Heaton.
Big Projects / Home learning Projects: History based homework linked to the local area.