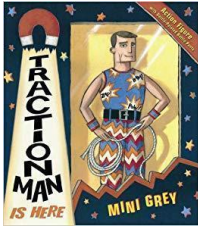




Topic Name: What's Your Superpower?		Year 2	Term Autumn 2
<p>Focus texts:</p> <p>Traction Man- Mini Grey</p> <p>Even Superheroes Have Bad Days- Shelley Becker</p>		 	
<p>English Units:</p> <p>Adventure story- Traction Man</p> <p>Non chronological report- Inventing their own superhero</p> <p>Writing to persuade-Letter to father Christmas</p>			
<p><u>Core reading outcomes</u></p> <p>Know that there are different kinds of stories.</p> <p>Recognise key ideas in a text.</p> <p>Make predictions about possible events and characters' behaviour.</p> <p>Give reasons for characters' actions or behaviour.</p> <p>Use prior knowledge and reading experiences to understand text.</p> <p>Use the context to understand texts.</p> <p>Ask questions to clarify understanding.</p> <p>Find favourite words and phrases.</p> <p>Talk about favourite words and phrases.</p> <p>Talk about books or poems read.</p> <p>Give an opinion on books or poems read.</p> <p>Give an opinion with a reason.</p>	<p><u>Core writing outcomes</u></p> <p>Understand that there are different purposes for writing.</p> <p>Decide on the purpose of the writing.</p> <p>Talk about ideas for writing.</p> <p>Understand that different language is needed for different types of writing.</p> <p>Use a modelled or suggested planning format to map out ideas for writing.</p> <p>Understand that writing needs an effective ending which will differ according to the purpose of the writing.</p> <p>Understand that writing, particularly non-narrative, needs organising into sections of related ideas.</p> <p>Begin to group related ideas into sections.</p> <p>Evaluate effectiveness of writing.</p>	<p><u>Core writing outcomes - Grammar and Vocabulary</u></p> <p>Know that the past tense is used to talk about something that has already happened.</p> <p>Know that the present tense is used to talk about something that is happening now.</p> <p>Find past and present tense verbs in reading and own writing.</p> <p>Use the past and present progressive tenses in oral sentences.</p> <p>Use the past and present progressive tenses in own writing.</p> <p>Check that the tense in own writing is consistent.</p> <p>Choose effective adjectives to expand nouns and select the most effective.</p> <p>Use noun phrases in own writing to add detail.</p> <p>Evaluate the effectiveness of noun phrases used in own writing.</p> <p>Use commas to punctuate sentences where there are items in a list.</p>	<p><u>Core maths outcomes</u></p> <p><u>Addition & Subtraction</u></p> <p>Bonds to 100 (tens)</p> <p>Add and subtract 1s</p> <p>Add by making 10</p> <p>Add three 1-digit numbers</p> <p>Add to the next 10</p> <p>Add across a 10</p> <p>Subtract across 10</p> <p>Subtract from a 10</p> <p>Subtract a 1-digit number from a 2-digit number (across a 10)</p> <p>10 more, 10 less</p> <p>Add and subtract 10s</p> <p>Add two 2-digit numbers (not across a 10)</p> <p>Add two 2-digit numbers (across a 10)</p> <p>Subtract two 2-digit numbers (not across a 10)</p> <p>Subtract two 2-digit numbers (across a 10)</p> <p>Mixed addition and subtraction</p> <p><u>Shape</u></p> <p>Recognise 2-D and 3-D shapes</p> <p>Count sides on 2-D shapes</p> <p>Count vertices on 2-D shapes</p> <p>Draw 2-D shapes</p> <p>Lines of symmetry on shapes</p> <p>Use lines of symmetry to complete shapes</p> <p>Use lines of symmetry to complete shapes</p>

<p>Listen to others' opinions. Use Standard English to give an opinion.</p>	<p>Make changes following suggestions or with support.</p>	<p>Know that the job of an apostrophe of contraction is to take the place of letters in a word and find examples in text.</p>	<p>Count faces on 3-D shapes Count edges on 3-D shapes Count vertices on 3-D shapes Sort 3-D shapes Make patterns with 2-D and 3-D shapes</p>
<p><u>RE-</u> Do people of other faiths have holy books?</p> <p>-people of other faiths have different holy books and there are some similarities and differences between these books and the Bible. - name and talk about the holy books from faiths other than Christianity</p> <p>Why is the birth of Jesus such Good news? Key Questions</p> <ul style="list-style-type: none"> • How is good news delivered? • Who passes on good news? • Why was the birth of Jesus good news? • Why is this news so important? • What difference did it make to the world? • How did the good news spread further? • How is this good news told today? • How is this good news celebrated today? • The news is very old, how can it still be good news? • What do angels do? • What do angels look like? 	<p><u>PSHE</u> <u>Our World</u> Working in our world Paying for goods and services Value of money Different types of money Money around the world</p> <p><u>COMPUTING</u> Barefoot Unit: Beebots</p> <ul style="list-style-type: none"> ■ I can write an algorithm ■ I can program a Bee-Bot ■ I can debug an algorithm and program <p><u>MUSIC</u> How does music teach us about the past?</p> <p><u>PE</u> Yoga- Physical: balance, flexibility, strength, co-ordination</p> <p>Dance-Physical: actions, dynamics, space, relationships</p>	<p><u>Design Technology</u> Wheels and Axles</p> <ul style="list-style-type: none"> • Generate initial ideas and simple design criteria through talking and using own experiences. • Develop and communicate ideas through drawings and mock-ups. • Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. • Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. <p>Explore and use wheels, axles and axle holders.</p> <ul style="list-style-type: none"> • Distinguish between fixed and freely moving axles. • Know and use technical vocabulary relevant to the project. <p>Explore and evaluate a range of products with wheels and axles.</p> <ul style="list-style-type: none"> • Evaluate their ideas throughout and their products against original criteria. 	<p><u>History</u></p> <p>To identify features that have changed and those that have stayed the same since the park was first opened To suggest reasons why these changes occurred To begin to understand why the park is a significant place in their locality To use visual sources of evidence to reach conclusions about their area in the past</p> <p><u>Science</u></p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. -</p>
<p>Healthy Lifestyles</p>	<p>Diversity</p>	<p>Speech and Language</p>	<p>Mental Health and Wellbeing</p>

Anchor Vocabulary

<p><u>English</u></p> <p>fiction</p> <p>Non-fiction</p> <p>past tense</p> <p>present tense</p> <p>commas</p>	<p><u>Maths</u></p> <p>equal</p> <p>plus</p> <p>addition</p> <p>2D</p> <p>3D</p> <p>symmetry</p>	<p><u>History</u></p> <p>past</p> <p>before</p> <p>changes</p> <p>features</p> <p>sources</p>
<p><u>R.E</u></p> <p>Islam</p> <p>Qu'ran</p> <p>Jesus</p> <p>Angel Gabriel</p> <p>Nativity</p> <p>Mary</p> <p>Joseph</p>	<p><u>Design Technology</u></p> <p>wheels</p> <p>axles</p> <p>design criteria</p> <p>cutting</p> <p>joining</p> <p>evaluate</p>	<p><u>Science</u></p> <p>living</p> <p>habitat</p> <p>suited</p> <p>adapted</p> <p>depend</p>