Year 2 – Autumn Term

Through our 'All About Me' topic, we will be learning a little bit more about ourselves and others. We will begin with a scientific focus, developing an understanding of how both animals and humans change as they grow. We will also consider what is important to us and use these ideas as inspiration for poetry. Next, we will create our own self-portraits in the style of abstract artist Paul Klee. During this topic, we will be developing our understanding of how to keep healthy. We will learn where our food comes from and how foods can be classified into food groups. We will learn what each food group does to support the functions of our body and how much of each food group we should eat to achieve a healthy, balanced diet. We will use this knowledge to design and make smoothies and healthy snacks. We will also plan and create instructions for fitness activities. This topic will conclude with Swallows hosting a multi-skills festival for our families.

OUTCOME: 'Guess Who?' Game Show
We will be exploring how animals and humans change as they grow. We will also consider what is important to us and use this as inspiration to write poems. Finally, we will create self-portraits in the style of abstract artist, Paul Klee.

Science
We will be developing our understanding of how animals change as they grow and learn about life cycles. We will then turn our focus to consider how humans change as they grow. We will use our enquiry skills to investigate some of the ways that children change as they grow older. Finally, we will grow to understand the basic needs of humans and animals for survival.

Writing
Taking inspiration from Kit Wright's 'Magic Box poem, we will consider the things that are really important to us. We will then focus on using adjectives to describe these and write our own 'Magic Box' poems.

Art
We will begin by looking at the work of Paul Klee, in particular focusing on his use of colour and shape. Using what we have learned about his style, we will then imitate this using pastels to create our own self-portraits.

Outcome: Rainbow Display
Oracy
Swallows will begin by tasting a range of fruit and using their senses to generate adjectives to describe the different fruits. They will share their ideas with others who will try and guess which fruit they are describing!

Writing
We will then use noun phrases to write a rainbow poem describing each of the different fruits in colour order.

Reading
Once our poems are complete, we will practise reading our poems with expression and whilst sharing them with each other.

OUTCOME: Tadpole Stories
We will be using the book 'Tadpole's Promise' by Jeanne Willis and Tony Ross to write our own versions of the story.

Science
We will continue to develop our understanding of how animals change as they grow and learn about the life cycles of different animals, including frogs and butterflies.

Writing
Having read the book 'Tadpole's Promise we will use the structure to retell the story in our own words. Through boxing up, we will plan our stories to help us sequence our ideas clearly. In our writing, we will focus on how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command, use expanded noun phrases for description and specification and demarcate our sentences using capital letter, full stops and, where appropriate, exclamation marks.

Computing
We will develop word processing skills, which will include altering text, copying and pasting and basic keyboard skills. We will use these skills to create and label a life cycle to illustrate our stories.

Outcome: Multi-skills festival for our families
Swallows will be learning about maintaining a healthy lifestyle. As a key part of this, we will consider food groups and what constitutes a balanced diet. Using this understanding, we will design and make our own smoothies and healthy snacks which will then be shared at our multi-skills festival.

Science
In our Science learning, Swallows will develop our understanding of foods that are healthy and those that are unhealthy. We will consider where our food comes from and how climate and seasonality affects the availability of food. We will classify foods into the main food groups (dairy, carbohydrates, protein, fat, fruit and vegetables) and learn about the role of each food group in supporting our body to function. We will consider how much of each food group we should eat in order to achieve a healthy, balanced diet and use our knowledge of the five key food groups to plan a healthy meal. Swallows will also develop an understanding of why exercise forms an important part of a healthy lifestyle and begin to understand why and how we need to keep our bodies clean.

Maths
Swallows will undertake some research within the class to find out the groups' favourite fruit combinations for smoothies. We will recap our Maths learning to record this information initially as a tally, and then as a pictogram.

DT
Using our understanding of the five key food groups and what constitutes a healthy, balanced diet, we will design and make healthy smoothies and healthy snacks. We will then have the opportunity to evaluate these against our agreed criteria.

Writing
Swallows will have the opportunity to apply a previously learned genre of writing to produce instructions for fitness activities which they have planned a group. As well as using bossy command sentences, we will learn to use adverbs (e.g. slowly, quickly, carefully) and prepositions (e.g. above, between) for additional information and detail.

Outcome – Comparative Test
Science
We will use the knowledge we have learnt throughout this topic to answer the question, 'Does the person with the longest legs jump the furthest?' We will use our observations and ideas to make predictions and identify and record the data needs to answer the questions.

Maths
We will take measurements using non-standard and standard units of measure and record our results in a table.

Maths	PE	PSHCE	Music	French	RE
Maths will be taught for mastery. Teaching maths for mastery is a daily programme with a large focus on deepening a clear understanding of the number system. This first term we will focus on number and place value before moving on to focus on addition and subtraction.	During PE, the children will be concentrating on building their fundamental movement and ball control skills. They will be playing fun games in which they can develop their Agility, Balance, Coordination and Speed (ABCs), engaging in a range of sports to help them.	This half term our PSHCE topic is 'Being me in my world'. The children will begin by identifying some of their hopes and fears for the year ahead. They will then focus on their rights and responsibilities and how the choices they make affect rewards and consequences. Through this learning the children will consider the feelings of others and how to work well within a group.	In Music this term, the children will be focusing upon the key concepts of pitch, pulse and rhythm through humming, clapping and a range of games. With an understanding of these essential principles in place, the children will then apply their understanding to begin learning how to play different percussion instruments and recorders.	This half term the children will be consolidating their learning of basic greetings and personal information. They will start looking at asking the questions, as well as the responses to questions such as how they are feeling and what their name is. They will practise words for please and thank you and conduct short dialogues with puppets.	In RE, the children will explore the key events in Jesus' life and develop an understanding that the span of his life was 33 years not just between Christmas and Easter. The children will also be supported to appreciate that Christians believe the events of his life (including his miracles) and show he was both human, and divine (God). At Christmas, the children will look closely at the Christmas story and explore the Christmas nativity account for signs (e.g. angels, visit of the Magi, new star) that Christians believe show who Jesus is and why he was born.