

## Literacy

Writing an adventure story about a journey  
Writing non-fiction reports about a vehicle of choice  
Writing facts about Sheffield  
Recounting the story of Mary Seacole  
Key skills- writing sentences with capital letters, full stops and finger spaces  
Children to focus on writing extended sentences and using a wide range of appropriate vocabulary

## Art/DT -

Making a moving vehicle  
Painting holiday/adventure destinations  
Sketching vehicles  
*Turner's steam train pictures.* - water colour paintings, steam effects, copying paintings, colour mixing, blending

## Geography/History

Talking about the journeys they have been on  
Looking at Sheffield and comparing it to other places  
To look at where each other comes from and our families  
To compare places  
Researching different types of transport and famous inventors.  
How and why have journeys changed and how might they change in the future

## PE

Indoor dance. Children will need to bring a P.E kit at the start of the week for the whole week please !

## Health and wellbeing- Emotions and Relationships

Children to agree on class rules for 'Our School Week'  
Black History Month- Mary Seacole  
Children to talk about friendship and getting on and falling out.  
How to recognise and control strong feelings  
**e-safety**

## Numeracy

**Counting, partitioning and calculating-** Children will be ordering numbers up to 100 and should know the value of each digit. Children will be doubling and halving amounts up to 20 and then 100.

**Securing number facts, understanding shape-** Including labelling 2D and 3D shapes and describing their properties. Solving 'real life' word problems involving paying and giving change.

**Handling data and measures - Measuring using cm and m.** Collecting data e.g what is the children's favourite Victorian toy? Interpreting Bar Charts, Venn diagrams and Carroll diagrams.

**Role play -** making 3D moving models. Measuring and programming

## Science -

- Pull along toys/push vehicles (forces and pushes and pulls)

- To find out about, and describe the movement of familiar things [for example, cars going faster, slowing down, changing direction]

- That both pushes and pulls are examples of forces

- To recognise that when things speed up, slow down or change direction, there is a cause [for example, a push or a pull].

- ask questions and decide how to find answers

- use first-hand experience and simple information sources to answer questions

- think about what might happen before deciding what to do

Journeys

Autumn 1

Year 2

Miss Robson

## Computing

instruction booklet using ActivInspire

algorithms

Use keys to manipulate text

## Music-

Music express- Going on Journeys

Using percussion instruments to make sounds of different vehicles

## RE - Judaism

Recap on the principles of Judaism

Children ask questions about religion

Look at artefacts

Compare to other religions and share faiths

Look at the significance of Jewish festivals and the impact this has on Jewish people's lives