

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 journeys have changed may 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.

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
'It's good to be me' day on Friday 9th September
Children can dress in traditional cultural dress if they have one or party clothes

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

Computing

Use the Internet to find images of Sheffield and write a sentence about them.

Copy, paste and print work

Use keys to manipulate text

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

Music-

Music express- Going on Journeys

Using percussion instruments to make sounds of different vehicles

Journeys

Autumn

Year 2

Mrs Doherty