Class Two Curriculum Information Autumn 1 2019

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| Penguins, Possums and Pigs | | | |
| This half term Class Two will be learning about animals and hot and cold places in the world. We will do this through our topic ‘Penguins, Possums and Pigs.’ We will be reading and completing writing tasks based around the story ‘Lost and Found’ and an information book about Penguins.  Below is information regarding what we will be covering this term across the curriculum so that you can support your child at home. As ever, if you would like any further information please come and speak to me and I will gladly help.  Mrs Sullivan | | | |
| Curriculum Area | Main learning | Key Skills | Key vocabulary |
| R.E. | God’s Great Plan   * To be aware of the beauty of God’s world. * To explore and respond to the wonders of the creation. * To hear about the story of Creation and reflect on its meaning. * To know that God made us because He loves us, but the first people, Adam and Eve made some wrong choices. * To be aware we have a responsibility to look after God’s world. * Think of what we can do not to spoil the world. * To hear the story of Noah and the Flood and reflect on its promise and hope. | * To listen to and re-tell religious stories. * To reflect on how readings from the Bible affect a Catholic’s beliefs and actions. * Make links between beliefs, stories and practices. | Creation, Old Testament, Bible, God’s world, reflect, responsibility, Noah, flood, promise, hope, |
| English | * Re-telling stories * Lists and Captions. * Non-fiction writing | * Listening to, discuss, act out and re-tell stories * Look at how information in a non-fiction book is structured in different ways. * To write sentences using joining words. * To improve sentences using adjectives. * Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. * Correctly form and join curly caterpillar letters. * Write sentences by: saying out loud what they are going to write about, composing a sentence orally before writing it, sequencing sentences to form short narratives and re-reading what they have written to check that it makes sense. * To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Using a capital letter for names of people, places, days of the week. * Segment spoken words into phonemes and representing these by graphemes, spelling many correctly * Write down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence. | Fiction, non-fiction, question, statement, re-tell, adjectives, common noun, proper noun, joining words, capital letter, finger space, full stop, question mark, non-fiction, contents page, headings, facts, glossary |
| Maths | * Place value * Addition and subtraction * 2D and 3D shapes | * To count to and across 100, forwards and backwards. * Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens * given a number, identify one more and one less, ten more and ten less. * Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. * Recognise the place value of each digit in a two-digit number (tens, ones) * Add and subtract numbers using concrete objects, pictorial representations, and mentally. | **Place value** – number, count, more, less, hundreds, tens, units, digit, estimate, most, least  **Calculating** – add, more, plus, make, sum, total, altogether, double, near double, subtract, take away, minus, fewer, less, left. |
| Science | * To identify and name common animals   (mammals, reptiles, birds, amphibians, fish.)   * To understand and describe the difference between vertebrates and invertebrates. * To understand that animals have offspring. * To understand the basic needs of animals for survival. (water, food and air) * To be able to group animals according to their features. | * To ask simple questions and recognise that they can be answered in different ways. * To identify and classify. * To use their observations and ideas to suggest answers to questions. * To understand key vocabulary. | Birds, fish, amphibians, reptiles, mammals, vertebrate, invertebrate, eggs, feathers, backbone, fins, gills, beak, wing, claws, feathers, scales, fur, animals and their young, e.g. dog, puppy, cat, kitten, horse, foal, cow, calf, similarities, differences, grouping |
| Geography | * To locate and name the seven continents and oceans. * To identify physical and human features of the Arctic. * To use geographical vocabulary to refer to physical and human features of a cold place * To identify physical and human features of a hot country – Sahara desert in Africa   To use geographical vocabulary to refer to physical and human features of a hot place | * Use an atlas to identify continents and oceans. * Use observational skills to study physical and human features of a cold environment. * Use geographical vocabulary in their work. * Use pictures and key facts to study physical and human features of a cold environment. * Use geographical vocabulary in their work. | Map, atlas, continents, countries, equator, seas, oceans, land, North America, South Atlas, America, Europe, Asia, Africa, Australia, Antarctica, Pacific Ocean, Arctic Ocean, Indian Ocean, Atlantic Ocean, Southern Ocean, Sahara, Arctic, Human, Physical, Polar, Arctic Circle, Antarctic, South, North, iceberg, Arctic Ocean, scientists, discovery, melting ice, raised houses, ice fishing, husky, sleighs, Antarctic, polar, South Pole, ice shelves, icebergs, freezing, scientists, research, global warming, melting ice, Sahara, North Africa, hot, temperature, dry, equator, largest hot desert |
| D.T | * To select from a range of materials and use joining techniques. * To investigate materials. * To build a structure exploring how to make it stronger and stable. * To design a product. * To make a product using different materials, cutting skills and joining skills. * Evaluate their ideas and products. | * To explore and develop the creative, practical expertise to make a product. * To critique, evaluate and test their ideas. * To generate and develop ideas for discussion and drawings. * To use skills they have learnt to design a strong structure. * Apply skills learnt to make a high quality product. * To evaluate their work and work of others | Structure, cut, join, model, strong, construct, equipment, design, stable, team work, problem solving, plan, design, purposeful, evaluate, plan, structure, cut, join, model, make, product |
| ICT | * To log in safely. * To create an Avatar. * To learn how to find work in the Online work area and find teacher comments. * To learn how to search Purple Mash to find resources. * To add pictures and text to work. * To explore the tools section and about common icons. * To understand the importance of logging out when finished. | * Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. * Use technology purposefully to create, organise, store, manipulate and retrieve digital content | Purple mash, login, safely, avatar, my work folder, passwords, online work area, save, picture, work tab, icon, photo gallery, log out |