



Class Two Curriculum Information Autumn 2 2019

Fighting Fit

This half term Class Two's topic is 'Fighting Fit.' We will be learning about keeping our bodies healthy in science. In history we will be enjoying finding out about the life of Florence Nightingale and how she made a positive change to hospitals. In art we will enjoy learning how to use pencils to draw self-portraits.

Below is further 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

<u>Curriculum Area</u>	<u>Main learning</u>	<u>Key Skills</u>	<u>Key vocabulary</u>
R.E.	<p><u>God's Great Plan</u></p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Firework Poems Bonfire night safety posters Re-telling stories - Winter and Christmas themed stories. An innovated version of a traditional tale. 	<ul style="list-style-type: none"> Listening to, discuss, act out and re-tell stories 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 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. To use a commas for a list. To start sentences in different ways. 	Fiction, non-fiction, question, statement, re-tell, adjectives, common noun, proper noun, joining words, capital letter, finger space, full stop, question mark, comma, sentence openers
Maths	<ul style="list-style-type: none"> Subtraction Measures Multiplication Time 	<ul style="list-style-type: none"> Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers. Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. Understand multiplication as repeated addition. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication (using repeated addition) within the multiplication tables and write them using the multiplication (×), and equals (=) signs. Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day. 	<p><u>Subtraction</u> - subtract, subtraction, take (away), minus, leave, how many left (over)?, difference, inverse, units, ones, tens, hundreds, place, place value, partition, exchange, represents, equal, equal to, makes, is the same as</p> <p><u>Multiplication</u> - number, count (on, back, to, from), units, ones, twos, threes, fives, tens, exchange, digit, place, place value, represents, equal to, repeated addition, array, row, column, lots of, groups of, times, ...times as long/wide/tall/heavy/much, multiply, multiplied by, multiple of, sequence, continue, predict, rule, sort, group, set, diagram, table</p> <p><u>Time</u> time, days of the week, months of the year, seasons, day, week, fortnight, month, year, weekend, birthday, holiday, morning, afternoon, evening, night, midnight, bedtime, dinnertime, playtime, today, yesterday, tomorrow, before, after, next, last, now, soon, early, late, quick (-er, -est, -ly), fast (-er, -est), slow (-er, est, -ly), old (-er, -est), new (-er, -est), takes longer, takes less time, how long ago/how long will it be to...?, hour, minute, second, o'clock, half past,</p>



			quarter past, quarter to, past, to, clock, watch, hands
Science	<p><u>How to grow and stay healthy</u></p> <ul style="list-style-type: none"> To identify facts I already know about human growth. To know that humans have offspring which grow into adults. To know why we need food, and that food can be put into different groups. To understand what eating healthily means. To know we need to exercise to be healthy. To identify what they have learnt during this topic. 	<ul style="list-style-type: none"> 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 ask their own questions about what they notice. To observe changes over time. 	<ul style="list-style-type: none"> growth, healthy, baby, toddler, child, teenager, adult, food, water, air, compare fat, sugar, dairy, fruit, vegetables, meat, fish, carbohydrates, Eatwell plate, healthy skipping, star jumps, running on the spot, jumping, giant striding, hopping on the spot, stretching, exercise, stretching, Olympic, heartbeat
History	<p><u>Florence Nightingale</u></p> <ul style="list-style-type: none"> To know what history is and to be able to explain how we know about the past. To recognise that Florence Nightingale is a famous person. To recognise & recall basic important aspects of Florence Nightingales life To correctly order important events in Florence Nightingales life. To discuss the life of Florence Nightingale To compare hospitals in the past and now. 	<ul style="list-style-type: none"> To understand some of the ways in which we find out about the past and identify different ways in which it is represented. To use common words related to the passing of time. To ask and answer questions using a source. To investigate the life of a historical person and place their life on a timeline. To identify similarities and differences between ways of life in different periods. To know how people's lives have been shaped by a historical event/person. To identify similarities and differences between ways of life in different periods. 	<i>Picture, clues, Florence Nightingale, famous person. nurses, timeline, then & now, lady with the lamp, Crimean war, Victorian times, year, order, key events, Queen Victoria, Italy, Royal red cross, Royal Thomas hospital, International nurses day, International red cross, mission</i>
Art	<p><u>To draw a portrait using pencil.</u></p> <ul style="list-style-type: none"> To know what a portrait is. To discuss work of artists. To experiment with the tone of art pencils. To experiment using pencil for line and shape. To use pencil to produce a self-portrait. 	<ul style="list-style-type: none"> To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Record from first hand-observation, experience and imagination and explore ideas. Investigate the possibilities of a range of materials. Try out tools and techniques and apply these to materials and processes Ask and answer questions for the starting points for their work, and develop their ideas Apply tools and materials to materials and processes, including drawing 	compare and contrast, self-portraits, different, like, dislike, similar, Vincent Van Gogh, Leonardo Da Vinci, Henri Matisse, Pablo Picasso, sketching pencils, pencil grades, texture, pattern, lightness, darkness, drawing pencils, coloured pencils, pressure, shading, line, outline, darker, lighter, facial features
ICT	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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