

**Inspire awe and wonder**  
Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, outside learning, our locality etc.

**Problem solving and thinking skills**  
Creative thinkers; independent learners; real-life challenge; controlled risk taking; resourcefulness; enterprise; collaboration; thinking skills, Learning Pit

**Creative Arts**  
Dance, drama, music, art- developing the creative brain; inspiration, enjoyment and fulfilment; enhance and develop skills & talents; performance

**Nurturing Responsible Citizens**  
Collaborative learning; care for the environment; share talents; make decisions; links in and around Leyburn, other communities and the environment

**As readers, we will...**

- Discuss the sequence of events in books and how items of information are related
- Draw on what they already know or on background information and vocabulary provided
- Make inferences and predictions on the basis of what is being read, said and done. Answer and ask questions
- Read a variety of fiction and non-fiction class texts including: 'Wombat goes walkabout', 'Are we there yet?', 'Meerkat Mail' and 'Possum Magic'

**As authors, we will...**

- Use the class texts a writing stimulus for fictional and non-fiction pieces. Write for different purposes (letters, instructions). Write about real events (for example the first flight)
- Plan or say out loud what they are going to write about sentence by sentence. Write down ideas and/or key words, including new vocabulary.
- Use sentences with different forms: statement, question, exclamation, command and appropriate punctuation.
- Use expanded noun phrases to describe and specify. Use the present and past tenses correctly including the progressive form and maintain consistency of tense choice.
- Using subordination (when, if, that, because) and co-ordination (or, and, but)

**As performers, we will...**

- Participate actively in conversations, explore different viewpoints and communicate effectively, including the use of clear fluent Standard English.

**As rights respecting citizens, we will...**

*Article 13 (freedom of expression)*  
Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law.

**As athletes, we will...**

- Participate in team games and develop orienteering skills
- Mast and apply basic movement skills within gymnastics
- Swim at least 25m, use a variety of strokes and perform self-rescue.

**As scientists, we will...**

- Explain some of the life processes. Ask questions to decide if a thing is living, dead or has never been alive. Identify some plants and animals in global habitats. Draw a map of a local habitat. Sort objects into categories and give reasons for their choices. Identify and name minibeasts in microhabitats. Gather and record information. Suggest how an animal is able to survive in their habitat. Answer questions about habitats they have researched. Explain why the animals in a habitat need the plants. Draw a simple food chain.
- Say which animal some babies will grow into. Name some animal babies. Generate questions about a pet they have chosen.

**Year 2 Topic Planner Autumn1 & 2**

**How and where could we travel to?**

**Subject driver: Geography & History**

**As musicians, we will...**

- Listen to music, learn songs, practise and perform in our Christmas performance!

**VISITS / VISITORS:**

TBC

**As theologians, we will...**

- Talk about Creation and Thanksgiving
- Talk about why Christians celebrate Christmas

**As artists and technicians, we will...**

- Create a class collage.
- Design and create structures for transportation (mostly flying)
- Explore how structures can stronger and stiffer.
- Evaluate existing designs and design and make a Christmas card with a moving lever part.

**KEY QUESTIONS:**

How did people try to fly?

How does the local area or weather influence an animal's habitat?

**KEY OUTCOMES:**

- 1) To write a narrative about an explorer's adventure (real or fictional)
- 2) To make a form of transport that flies.
- 3) To compare the UK with Australia.

**As historians, we will...**

- Learn more about significant events, achievements and people from the past connected with travel and transport. Including the Wright Brothers and Amelia Earhart.
- Learn about Remembrance Day and Thanksgiving.

**As computer technicians, we will...**

- Use and write simple algorithms for the movement and route of a Beebot or Logo.
- Debug errors, give and follow instructions
- Create a piece of art using a computer program
- Manipulate shapes and objects to recreate an art style.

**As mathematicians, we will...**

**Place Value, Number and Money:**

- Count in 2s, 3s, 5s and 10s
- Use place value
- Identify, represent and estimate numbers
- Compare and order numbers 0 to 100; use < > =
- Read and write numbers to at least 100 in numerals and words
- Know number facts to 20 and derive related facts to 100
- Add and subtract using concrete, pictorial and mental methods
- Recognise addition is commutative
- Recognise and apply inverse relationship between addition and subtraction
- Know 2, 5 and 10 times tables; write facts using  $\times$ ,  $\div$  and  $=$
- Recognise multiplication is commutative
- Solve problems involving place value
- Use £ and p signs; combine coins to a given value and find different combinations
- Solve problems involving adding/ subtracting money

**As geographers, we will...**

- Remind ourselves where countries are around the world.
- Use maps and atlases to locate continents and oceans.
- Compare and contrast Australia with the UK; consider temperature and weather patterns.