

YEAR 2 –Autumn Term 2 Planning – Wild Weather (Geography)

Cross Curricular: Writing: Narrative (Percy the Park Keeper – After the Storm)

NC Objectives:

- To write simple, coherent narratives fiction and nonfiction.
- To use a range of punctuations correctly throughout their writing.
- To use present and past tense correctly and consistently.
- Continue to use the diagonal and horizontal strokes needed to join letters
- I can write about real events recording these simply and clearly.
- I can write effectively for different purposes drawing on from my reading to inform the vocabulary and grammar in my writing.
- I can spell most common exception words.

Cross Curricular: Reading:

Build on comprehension skills.

NC Objectives:

- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- being introduced to non-fiction books that are structured in different ways
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions

Cross Curricular: Computing – Programming

Robot Algorithms

NC Objectives:

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- 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.

Geography- NC Objectives:

- Locational knowledge: Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.
- Human and physical geography- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.
- Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Geographical skills and fieldwork

- Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.
- Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

PSHE: Safety First

NC Objectives:

- They can explain ways of keeping clean
 - Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situation.
- ### **Cross Curricular: SMSC**
- Helping students develop personal qualities which are valued in a civilised society - for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect.

Cross curricular: Science- Materials

To ask simple questions and recognise that they can be answered in different ways including using scientific language

To identify, group and classify

Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

Cross Curricular: SMSC

- Work successfully as a member of a group or team.
- Share views and opinions with others, and work towards consensus.
- An understanding of the influences that have shaped their own cultural heritage.
- Show respect for people, living things, property and the environment.

Cross Curricular: Art – Aboriginal Art

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Evaluate

- describe what went well, thinking about design criteria
- talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion