

## Art

Children will develop their drawing techniques to create their own self-portraits. The children will use different materials to create a variety of self-portraits inspired by the artists Pablo Picasso and Andy Warhol. The final piece will be inspired by the work of Andy Warhol, the children will create a computer generated self-portrait and use pastels and unrealistic colours to colour in their work.



# Topic Map: Year 2

## Term: Autumn 1



## Computing

**Knowledge and understanding to be taught during this topic:**

- To know how to share work electronically using the display boards.
- To understand how we talk to others when they aren't there in front of us.
- To open and send simple online communications in the form of email.
- To begin to think critically about the information they leave online.
- To identify the steps that can be taken to keep personal data and hardware secure.

## Music

### London's Burning (R)

Children will sing *London's Burning* in unison, in a round and learn about harmony and melody. They will use percussion to explore pulse and rhythm and create a class performance.



## History - Fire! Fire!

**Why was London a safer place to live in after the Great Fire?**

**Knowledge and understanding to be taught during this topic:**

- To understand that we can use artefacts to learn about life and events in the past
- To understand when the Great Fire of London happened and be able to place it on a time line.
- To understand what the streets of London were like in the 1600's
- To know what caused the fire of London to start
- To know why the great fire spread so quickly
- To learn about the similarities and differences between fire fighting equipment in the 1600s and today.
- To learn what an eye witness account is and how eye witness accounts can vary.
- To learn how the streets of

## PSHE

### Being Me in My World

Children will explore how behaviour can impact on other people in their class. They will discuss why their choices can be helpful/unhelpful and how they can have positive/negative consequences.



## PE - Fundamentals and Team Building

Copy, remember and repeat simple skills with control and co-ordination : Pass a ball accurately to a partner over a variety of distances perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control. Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run

Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics : They vary skills and show some understanding of simple tactics. Choose and use tactics to suit different situations. React to situations in a way that helps their partners and makes it difficult for their opponents

Technique: Perform a variety of actions with increasing control. Repeat accurately sequences of gymnastic. Actions move smoothly from a position of stillness to a travelling movement. Move smoothly and in a controlled way from one position of stillness to another.

Skill Choose, use and vary simple compositional ideas to create and perform a sequence. Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end. Adapt the sequence to include apparatus or a partner. Use different combinations of floor, mats and apparatus, showing control, accuracy and fluency.

## Class Novel/Book

### Mr Majeika by Humphrey Carpenter

Mr Majeika is the most magical teacher around! As a rule, magic carpets don't turn up in schools, but this is exactly what happens when Class Three's new teacher flies in through the classroom window and lands on the floor with a bump.

Mr Majeika can behave just like any ordinary teacher if he wants to, but something has to be done about Hamish Bigmore, the class nuisance, and so he uses a little magic to turn him into a frog. And to everyone's delight it looks as if Hamish will have to remain a frog because Mr Majeika can't remember the spell to turn him back again! With Mr Majeika in charge, suddenly life at school become much more exciting - there's even a magic-carpet ride to Buckingham Palace!

## English

### **Fiction – Stories with Familiar Settings**

Texts: **Once upon an ordinary school day,**

We will be learning to:

how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; how to use sentences with different forms: statement, question, exclamation, command; co-ordination: using conjunctions (and, or, but) to join simple sentences.

### **Poetry - patterns on a page**

Text: **The works 1**

We will be learning to:

\*recognise simple recurring literary language in stories and poetry; discuss and clarify the meanings of words, link new meanings to known vocabulary (Focus on developing colourful and inventive language choices to create or continue particular patterns.); to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear; participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, take turns and listening to what others say; Identify and display the features of poems explored; comprehension based on the texts read; plan or say out loud what they are going to write about; write down ideas and/or key words, including new vocabulary (Children to create rhyming word banks based on a particular theme.); Encourage playing with interesting and inventive language choices to create or continue a particular pattern or within a given frame, based on poems read; write poetry (Children write a simple patterned poem, first through modelled and shared composition.); write for different purposes

### **Handwriting**

\*form lower-case letters of the correct size relative to one another

\*write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

## RE

### **Domestic Church- Family**

**This Topic: learning outcomes**

Know and understand:

- The many beginnings each day offers – **Explore**
- God is present in every beginning – **Reveal**
- Acquire the skills of assimilation, celebration and application of the above – **Respond**

Children will learn that God is present in every beginning.

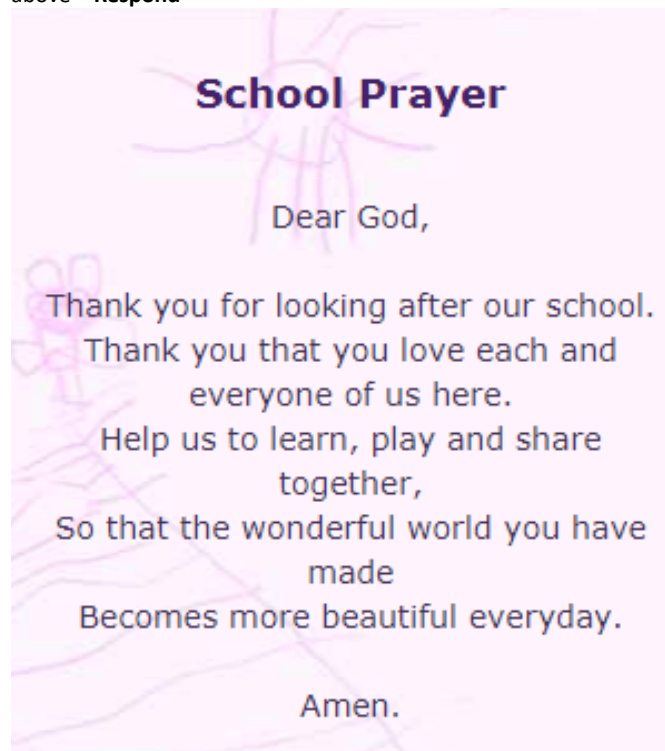
### **Baptism/Comformation – Belonging**

**This Topic: learning outcomes**

Know and understand:

- Experience of signs and symbols – **Explore**
- Signs and symbols used in Baptism – **Reveal**

Acquire the skills of assimilation, celebration and application of the above – **Respond**



## Mathematics

### **Number - number and place value**

Pupil will learn to:

- count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward
- recognise the place value of each digit in a two-digit number (10s, 1s)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use <, > and = signs
- read and write numbers to at least 100 in numerals and in words use place value and number facts to solve problem

### **Number - addition and subtraction**

Pupils should be taught to:

- solve problems with addition and subtraction:
  - using concrete objects and pictorial representations, including those involving numbers, quantities and measures
  - applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
  - show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot
  - recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

### **Number - multiplication and division**

Pupils will learn to:

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers