

## Year 2 Topic Map Autumn Term 1

### Key Skills

Improving own learning and evaluation skills: Use simple success criteria to comment on own and other's work. Respond to verbal and written comments and use next steps.

Creative thinking: Surprise everyone with their ideas.

### HUMANITIES OUTCOMES

Use aerial photographs to observe objects through a 'Bird's Eye View' (as an introduction to simple map skills.)

Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

To look at simple maps of the locality and use/understand basic symbols in a key.

Follow a route on a map using symbols in a key to support this.

To draw a simple plan (aerial view) based on observation.

To develop an awareness of the past, using common words and phrases relating to the passing of time.

### OUTDOOR LEARNING

To learn about the local environment, especially the River Cherwell and the canal.

To learn about local wildlife through field studies., also mapping skills.

To understand how to stay safe in the environment.

To enjoy outdoor activities and games skills.

Shapes in the outdoor environment.

### ART AND DESIGN OUTCOMES

To mix and apply paint confidently in different scales.

To cut, join and stick different materials safely and successfully, a clay sculpture.

To work co-operatively with others in partner and small group work.

To explain what they have observed.

### ENGLISH OUTCOMES

To read and retell a selection of stories.

To select a character and describe what they do orally and in writing.

To make up similar stories using given structure.

To make predictions.

To begin to recognise how one event can lead to another, especially related to characters behaviour.

To tell, plan and write a simple story based on real life experiences in a familiar setting. To use some vocabulary related to non-fiction books and recognise when what they are reading does not make sense.. To write a fiction text applying what they have learnt.

### Hook

**Canal Experience at Museum and ride on narrow boat.**

**Messing about on a river**

**End Product—To create a display of what we have learnt.**

### COMPUTING OUTCOMES

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Understand that programmes execute by following precise and unambiguous instructions

Use technology purposefully to create, organise, store, manipulate and retrieve digital content

Use technology safely and respectfully; identify where to go for help and support when they have common concerns and about content on the internet of other online technologies.

### RE OUTCOMES

To retell a story about a leader in the Bible. To identify a leader in society and suggest what makes that person special. To discuss what makes someone a good leader.

### MUSIC OUTCOMES

To find the pulse to a song.

To keep the rhythm to a song.

To learn and perform a song.

To listen to and compare a newly learned song.

To find the pulse and rhythm to a song.

To compose and improvise using knowledge that I have learned.

### PE OUTCOMES -Dance

To respond to a range of stimuli. To explore, remember, repeat and link a range of actions with coordination and an awareness of the expressive qualities of dance.

### PE OUTCOMES—Multiskills

To move confidently and safely in their own space, using changes of speed, level and direction.

To recognise how their body feels when still and when exercising.

To learn basic movements including jumping, running, throwing and catching, as well as developing balance, agility and co-ordination.

### SCIENCE OUTCOMES

Understand that animals, including humans, have offspring which grow into adults.

Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) .

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

### MATHS OUTCOMES

**Number Skills:** Order numbers to 100, compare two numbers, say which is more or less.

Say a number between any given neighbouring pairs of multiples of ten (e.g. 40 and 50).

Count on in tens from single and two-digit numbers and back again.

Make a sensible estimate up to 100 (e.g. choosing from 10, 20, 50 or 100); Partition two-digit numbers into multiples of ten and one.

Recognise all coins Find change from 20p; Add and subtract 10, 11 and 20 in the text of money.

Measure the length of objects using standard units identify left and right; recognise whole, half and quarter turns, both clockwise and anticlockwise; recognise that a right angle is a quarter turn Read the time to the quarter of an hour on digital and analogue clocks, Begin to identify time intervals.

### PHSE OUTCOMES

To contribute towards class and playtime rules.

To show awareness of their own and others feelings.

To recognise safety procedures in class and school.

To suggest what makes a happy school.

To suggest ways to solve a problem.