

The Half Term Ahead

Year 2: Autumn 1

Earth Charter links: Life/Peace/Love

Big Question: What evidence can we find to prove what Christchurch was like in the past?

Launch Event: Year 2 Circle time activities
Visits, visitors & trips: War memorial
Finale Event: Decorating pebbles

Key dates	Home Learning Expectations																	
<p>Please put these dates in your diary:</p> <ul style="list-style-type: none"> ⇒ Key date 1 – National Fitness Day – Wednesday 24th September wear PE kit ⇒ Key date 2 – Eco Councillors and School Councillors Application Posters – by Friday 26th September ⇒ Bring in yoghurt pots for science – by Monday 29th September ⇒ Key date 3 – Individual photos – 1st/2nd/3rd October (please wear school uniform) ⇒ Key date 4 – Earth Charter Day – Friday 10th October ⇒ Key date 5 – STEAM Week – W/b 20th October <p>‘Reach for the Stars’ – optional enrichment activities to enjoy with your child:</p> <ul style="list-style-type: none"> ⇒ Challenge 1: To celebrate National Poetry Week (2nd October 2025), find a poem to read out to the class or even write your own! ⇒ Challenge 2: Find a picture from a book and write some expanded noun phrases (some delicious cakes, several elderly snails) to describe it. Remember they need a determiner (a, three, some, a few, the) an adjective and a noun. ⇒ Challenge 3: As we have been learning about plants in science, try planting your own seeds and look after them to watch them grow. ⇒ Challenge 4: Maths addition to 100 problem <div data-bbox="188 922 560 1181" style="border: 1px solid green; padding: 5px;"> <p style="font-size: small;">Maths Mystery Addition and Subtraction Challenge Cards - Make 100!</p> <p style="font-size: x-small;">3. Can you fill in the missing numbers so that each row and column make a total of 100?</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33.33%; height: 30px;"></td> <td style="width: 33.33%; height: 30px;"></td> <td style="width: 33.33%; height: 30px;"></td> </tr> <tr> <td style="width: 33.33%; height: 30px;"></td> <td style="width: 33.33%; height: 30px;">50</td> <td style="width: 33.33%; height: 30px;">20</td> </tr> <tr> <td style="width: 33.33%; height: 30px;">10</td> <td style="width: 33.33%; height: 30px;"></td> <td style="width: 33.33%; height: 30px;">40</td> </tr> </table> </div> <ul style="list-style-type: none"> ⇒ Challenge 5: Maths flexible partitioning problem 					50	20	10		40	<p>Reading every day: the power of 1:1 reading</p> <p>The expectation is that every child reads at home (or is read to by an adult) every day. Where it is such a key life skill, we feel this sits at the very top of our home learning priorities.</p> <p>This half term we would like the children to focus on their reading fluency. To support with this, please encourage your child to read a book multiple times to help improve this skill. Children should read at least 5 times in a week to receive a pom pom towards the class reading reward.</p> <p>Home Learning cycle: standardised deadlines</p> <ul style="list-style-type: none"> ⇒ The homework cycle begins on Friday ⇒ All homework is due to be completed by Thursday morning of the next week. <p>Tasks/activities in addition to reading at home daily:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #0070C0; color: white;">Activity</th> <th style="background-color: #0070C0; color: white;">Expectation</th> </tr> </thead> <tbody> <tr> <td>Doodle Maths</td> <td>3x 10min sessions a week</td> </tr> <tr> <td>Spellings</td> <td>Around 10 minutes a week via Spelling Shed from after Christmas</td> </tr> <tr> <td>‘Times Tables Rockstars’ (From the Spring Term)</td> <td>5x 10min sessions a week</td> </tr> </tbody> </table>	Activity	Expectation	Doodle Maths	3x 10min sessions a week	Spellings	Around 10 minutes a week via Spelling Shed from after Christmas	‘Times Tables Rockstars’ (From the Spring Term)	5x 10min sessions a week
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<p style="text-align: center; font-size: small;">Maths Mastery Addition and Subtraction Challenge Cards - Making Numbers</p> <p style="text-align: center;">The number 36 can be split in many different ways:</p> <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px;">36</td> <td style="border: 1px solid black; padding: 5px;">36</td> <td style="border: 1px solid black; padding: 5px;">36</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">30 6</td> <td style="border: 1px solid black; padding: 5px;">18 18</td> <td style="border: 1px solid black; padding: 5px;">20 16</td> </tr> </table> <p>6. How many different ways can you make the number 36?</p>	36	36	36	30 6	18 18	20 16	
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Curriculum Overview

Year 2	Autumn 1
Reading: Key Text	<p><i>Dinosaurs and all that rubbish</i> by Michael Foreman give / explain the meaning of words in context retrieve and record information / identify key details from fiction and non-fiction summarise main ideas from more than one paragraph make inferences from the text / explain and justify inferences with evidence from the text predict what might happen from details stated and implied identify / explain how information / narrative content is related and contributes to meaning as a whole identify / explain how meaning is enhanced through choice of words and phrases make comparisons within the text</p> <p><i>The Tin Forest</i> by Helen Ward and Wayne Anderson give / explain the meaning of words in context retrieve and record information / identify key details from fiction and non-fiction summarise main ideas from more than one paragraph make inferences from the text / explain and justify inferences with evidence from the text predict what might happen from details stated and implied identify / explain how information / narrative content is related and contributes to meaning as a whole identify / explain how meaning is enhanced through choice of words and phrases make comparisons within the text</p>
Writing & Grammar	<p>Poetry: <i>Thinker: My Puppy Poet and Me</i> - Eloise Greenfield Language and Structure Expanded Noun Phrases Basic word families (verbs, adverbs, nouns, adjectives, determiners) Capital letters, full stops, question marks, exclamation marks Drafting and Revising</p> <p>Informative Writing: <i>The Disgusting Sandwich</i> - Gareth Edwards Sentences with different forms Tense Expanded Noun Phrases Commas in a list Drafting and Revising</p> <p>Informative Writing: <i>Lubna and Pebble</i> - Wendy Meddour Co-ordinating conjunctions Understand the term 'clause' Expanded Noun Phrases Capital letters for proper nouns Read aloud to share written pieces</p>
Spelling	Revisit alternative pronunciations of known graphemes Recap Common Exception Words
Maths	<p>Number and Place Value Numbers to 20 Count objects by 100 by making tens Recognize tens and ones Use a place value chart Partition numbers to 100 Write numbers to 100 in words Flexibly partition numbers to 100 Write numbers to 100 in expanded form 10s on the number line 10s and 1s on the number line to 100 Estimate numbers on a number line Compare objects Compare numbers Order objects and numbers Count in 2s, 5s and tens Count in 3s</p> <p>Addition, subtraction, multiplication and division Bonds to ten Fact families addition and subtraction within 20 Related facts Bonds to 100 (tens) Add and subtract 1s Add by making ten Add three 1 digit numbers Add to the next ten Add across a ten</p>
Science	<p>Plants: Biology What is a seed? Germination Bulbs and growth Fruit and vegetables</p>
RE	<p>Social Sciences: Recap learned religions Where is religion in our local community? Looking for evidence of lived religion in our local community</p>
PSHE	<p>Being Me in My World Hopes and Fears Rights and Responsibilities Rewards and Consequences Our Learning Charter</p>
PE	<p>Outdoor: Mutliskills/Ball skills Indoor: Gymnastics</p>
Computing	<p>Computing systems and networks Types of computers Purpose of IT at home and in the community Using IT safely in different environments Privacy and Security Online bullying</p>
Humanities	<p>History: Local History How has my local area changed over time? Observing changes Researching the local area Immersion in local artefacts and landmarks</p>
Art & DT	<p>Art: Our school</p>

	To use texture and printing to create artwork of areas around our school
Music	Performance
MFL	Key Stage 1 children have a small amount of Spanish learning (approximately 5 minutes per week) to begin to learn how to pronounce the alphabet and count, we will do this through listening to and singing songs. The children pick up the pronunciation easily at this age and with even a small amount of exposure to French, getting the children secure in speaking certain key phrases and vocabulary really helps the children with the transition to more substantial language learning.

