

# Autumn 1 Y2 : Me in my school in Stocksbridge

## Key books this term



In Our Hands

### Key Vocabulary:

- gradually**- in a **gradual** way; slowly
- harmony**- the state of being in agreement
- transformation**- a marked change in form, nature, or appearance
- glint**- give out or reflect small **flashes** of light

### Key Questions?

- What caused 'the dulling' and why didn't people prevent it happening?
- Why does the book use black and white pictures?
- How would you change 'the dulling'?
- Why did the colour return?



On Sudden Hill

### Key Vocabulary:

- valley**- a low area of land between hills or mountains, typically with a river or stream flowing through it.
- cramping**- a sudden painful tightening in a muscle
- dwellers**- a person or animal that lives in or at a specified place
- hauled**- pull or drag with effort or force

### Key Questions?

- How would you describe a 'big friend' in more detail?
- Why did Birt feel strange? Why does he avoid Etho and Shu?
- What had changed at the end of the story?



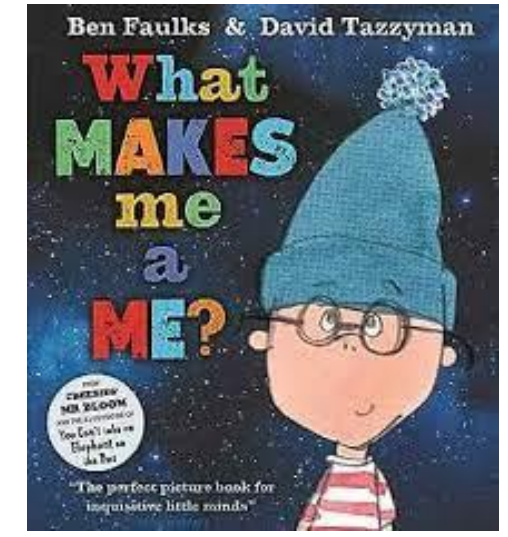
The Kindest Red

### Key Vocabulary:

- hijab**- a head covering worn in public by some Muslim women
- powerful**- having control and influence over people and events
- sash**- a long strip or loop of cloth worn over one shoulder or round the waist, especially as part of a uniform or official dress
- siblings**- each of two or more children or **offspring** having one or both parents in common; a brother or sister

### Key Questions?

- Why has Faizah been waiting for the dress?
- What kind of world do you want?
- Why is Faizah happy and sad when she sees her friend lining up for photographs?
- How did Faizah's class use their powers at lunch time?



What makes me a me?

### Key Vocabulary:

- beserk** - out of control with anger or excitement; wild or frenzied.
- roots** - the part of a plant which attaches to the ground.
- brave** - this is where you make a good choice when faced with fear or challenge.
- sleek** - somethings that's smooth or glossy.
- knots** - where your hair gets tangled.

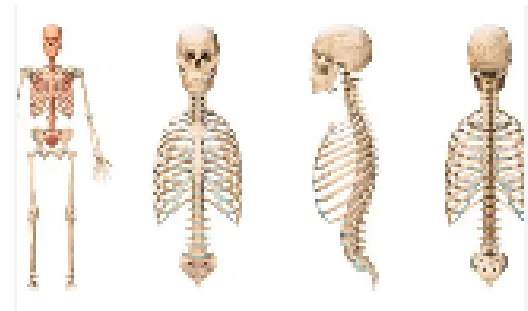
### Key Questions:

- What makes you, you?
- Can you think of a time where you have been brave?
- What is a lazybones?
- What does 'full of beans' mean?
- What would it feel like to have a birds nest in your hair?
- What are some of your favourite things?

## Science

The children will learn what a skeleton is and will name parts of the body such as elbow, shoulders, waist, shin, femur, thigh and pelvis.

We will link the body parts to our five senses.



## Geography

The children will learn the differences between human and physical features of Stocksbridge including:

**key physical features, including: hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather**

**key human features, including: city, town, village, factory, farm, house, office and shop**



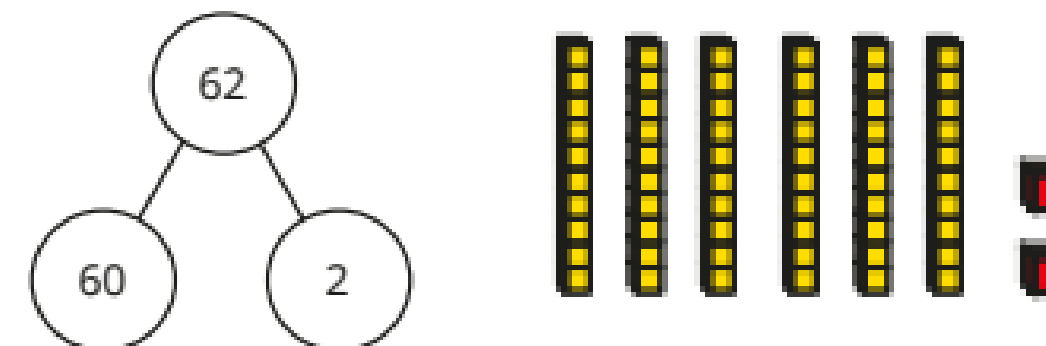
We will also be studying our school grounds using aerial photographs and plans.

## Mathematics

Place Value – To build on skills learnt in Year 1, the children will be counting objects to 100, recognising the number and will be able to write the number name e.g. 67 = sixty seven.

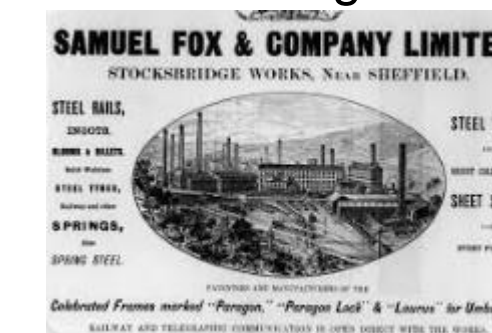
The children will learn to solve problems in a variety of ways e.g. using words, missing numbers, images and symbols. The children are still encouraged to use equipment to support their understanding such as number lines, 100 squares, counters and bead strings.

The children will partition numbers into tens and ones using equipment and a part whole model



## History

Children will build upon their previous knowledge and learn new information about their local area and how it came to be the way it is today. The children will learn about Samuel Fox, and his significance to Stocksbridge.



## Art

Children will learn how to use line and tone in drawings. They will be working on drawing themselves and others by using observational skills.



## Music

Children will be performing rhythms and movement to a steady pulse.

They will copy rhythmic patterns as well as creating their own. The children will also learn a wide of songs.

## RE

In this unit, pupils will find out about Islam, key beliefs and ways of living for Muslims..



## Literacy



### Writing:

The children will use patterns and language from familiar stories in their own writing. They will write a narrative with a beginning, middle and end.

### Grammar:

We will be writing sentences using capital letters and full stops accurately.

We will be using nouns (naming words), adjectives (describing words) and verbs (action words.)

### Handwriting:

We will be checking the formation of all the letter shapes and their placement on our handwriting lines. It is important that all letters are formed correctly, as by the end of the academic year we hope many children will be using joins in their writing.

### Spellings:

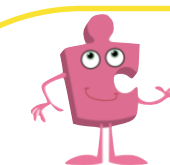
The children will take part in weekly spelling checks. Please look out for spellings coming home and practise with your child. The words that the children will spell are linked to the high frequency words. It is important your child can read these words as well as spell them.

**AT HOME: Please read your school reading books and practise reading your tricky words regularly. Please log reading on in your child's reading diary.**

### Phonics and Reading

We continue to use the Monster Phonics scheme of work in school to teach phonics.

We encourage regular practise and engagement in reading through blending and practising new sounds using the resources that will be sent home. Regular reading practise using the books provided by school will also impact the progress your child makes.



## RSHE

### Jigsaw – Being Me in My World

In this topic, the children are learning to understand what is fair and unfair, kind and unkind, right and wrong. Children will learn to feel happy and secure in their new class whilst celebrating the achievements of others.

### Computing

Children will be learning about what IT is and will begin to identify examples. Learners will investigate how IT improves our world and the importance of using it responsibly.



## PE

### Indoor – Team Building

In this unit pupils develop their teamwork skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other.

### Outdoor – Ball Skills

In this unit pupils will explore and develop their fundamental ball skills such as throwing and catching, rolling and dribbling with both hands and feet. They will look to perform these skills with increasing control and accuracy using co-ordination and balance.

