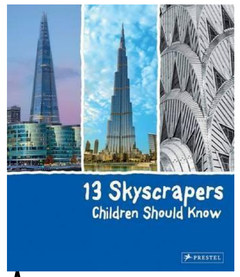
Autumn 2 Y1 Y2: Megastructures

Key books this term



13 Skyscrapers Children Should Know

Key Vocabulary:

- Skyscrapers: a very tall building of many storeys.
- Cathedral: a very large, usually stone, building for Christian worship.
- Architecture: the art or practice of designing and constructing buildings.
- Architect: An architect is a person who practices architecture.
- Modern: relating to the present or recent times as opposed to the remote past.
- Demolished: pull or knock down (a building).

Key Questions?

- What is a skyscraper?
- Have you ever been in a skyscraper? How did you feel? Was it scary standing at the top?
- What is the tallest skyscraper in the world?
- What materials are skyscrapers made out of?



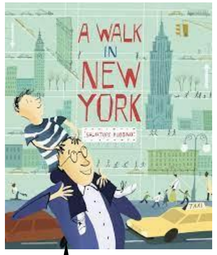
The Building Boy

Key Vocabulary:

- Museum: a building in which objects of historical, scientific, artistic, or cultural interest are stored and exhibited.
- Town: a built-up area with a name, defined boundaries, and local government, that is larger than a village and generally smaller than a city.
- Horizon: the line at which the earth's surface and the sky appear to meet.
- Girders: a large iron or steel beam or compound structure used for building bridges and the framework of large buildings.

Key Questions?

- What is an architect?
- Why would Grandma build the house on top of a hill?
- Can you notice any similarities between Grandma and the house that she has built?



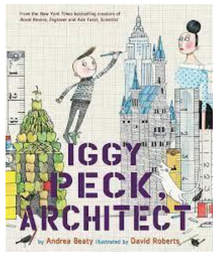
A Walk in New York

Key Vocabulary:

- New York: New York is a city in the USA which is famous for it's tall skyscrapers.
- Empire State Building: This is a famous 102 storey skyscraper in New York.
- Manhattan: New Yorkers call the three main areas of Manhattan uptown, midtown, and downtown.
- Broadway: This is an area in New York which is famous for it's fantastic Musical Theatre shows.

Key Questions?

- Where is New York?
- What famous buildings will you find there?
- Do you think the character likes new York?
- Where is your favourite part in New York from the story?
- Why do you think the author and Illustrator decided to have a page that opens up for the Empire State building? What impact does this have?



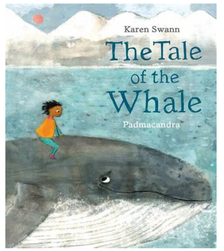
Iggy Peck Architect

Key Vocabulary:

- Tower: A tall, narrow building.
- Sphinx: A sphinx is a mythical creature with the head of a human, the body of a lion, and the wings of a falcon.
- Chapel: A small building or room used for Christian worship.
- Modelling clay: This is a type of material which is used to build and sculpt different objects and designs.

Key Questions

- Why does Iggy Peck love to build things?
- How did he improve as he got older?
- What did he use to build his designs?
- Why didn't the teacher like Iggy's design?
- What does this book tell you about being an architect?
- How was Iggy resilient?



The Tale of the Whale

Key Vocabulary:

- Ocean: a very large expanse of sea, in particular each of the main areas into which the sea is divided geographically.
- Whale: a very large marine mammal with a streamlined hairless body, a horizontal tail fin, and a blowhole on top of the head for breathing.
- Turtle: a large marine reptile with a bony or leathery shell and flippers, coming ashore annually on sandy beaches to lay eggs.
- Gull: a long-winged web-footed seabird with a raucous call, typically having white plumage with a grey or black mantle.
- Material: the matter from which a thing is or can be made.
- Recycling: the action or process of converting waste into reusable material.

Key Questions?

- Why was the whale sad?
- How did all the rubbish get into the ocean?
- Why is it important to recycle?

Science

The children will look at different objects and learn which material it is made of. We will investigate materials for strength through a 'building a bridge' challenge.

Computing

In Computing, we will be learning about **Digital Photography**. The children will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.

Mathematics

Addition and Subtraction

Over the coming weeks, children will be exploring addition and subtraction, developing their understanding of how numbers can be combined, separated and represented in different ways. We will begin by investigating parts and wholes, using practical equipment, pictures and models to explore how numbers fit together. Children will develop their knowledge of number bonds, particularly pairs of numbers that make 10, and use these facts to support their calculations.

We will explore adding together, adding more, taking away and finding missing numbers. Children will learn to record their thinking using number sentences, number lines and different mathematical models. We will also investigate the connections between addition and subtraction, recognising how the same numbers can be used to create different calculations.

Through games, practical activities and problem-solving challenges, children will be encouraged to recognise patterns, explain their thinking and explore different strategies. Activities will build on children's existing knowledge, helping them develop confidence, deepen their understanding and apply their skills to increasingly challenging problems.

Music

This term we will be:

Exploring pulse through songs and movement

Controlling pulse using voices and instruments

Exploring the difference between pulse and rhythm

Copying and creating rhythmic patterns.

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We will be practising the songs for our Christmas Nativity.

Art



The children will practise their colouring mixing skills.

They will have the opportunity to explore the work of famous sculptors. For example, Andy Goldsworthy. The children will look at different techniques using natural materials.



English

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.

Writing

This half term we will be working on simple recount writing. This will include the children writing sentences to include the vocabulary first, then, next, finally.

Grammar

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

We will be using adjectives to expand our sentences (The green frog can hop. The fluffy teddy was on the bed.) Some children will be expanding sentences using the conjunctions and, so, but.

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.

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.

Phonics and Reading

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

Year 1 is an important year for Phonics. In June the children will take part in a government assessment known as a 'Phonics Screening check' which checks how well children know and use their phonics skills to read.

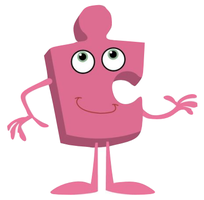
We encourage regular practise and engagement in reading through blending and practising new sounds using the resources that will be sent home. Regular reading practise using the books provided by school will also impac

the progress your child makes.

PHSE

Jigsaw – Celebrating differences

We will be looking at:
-Similarities and differences -
Understanding bullying and knowing how to deal with it-
Making new friends-
Celebrating the differences in everyone..



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. They develop key skills of communication and problem solving, They are given the opportunity to discuss and plan their ideas and reflect on their success.

Outdoor –

Sending and Receiving

In this unit pupils develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities.

RE

What is the good news Christians believe Jesus brings?

Children will learn about the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings. They will learn about how many Christians try to follow the example and teachings of Jesus.



Key Instant Recall Facts

Year 1 | Autumn 2

I can add 2 to a number.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts instantly.

0+2=2 1+2=3 2+2=4 3+2=5 4+2=6 5+2=7 6+2=8 7+2=9 8+2=10 9+2=11 10+2=12	They should also know the commutative calculations: (the other way round). 2+0=2 2+3=5 2+6=8 2+10=12
Key vocabulary 8 add 2 equals 10 3 plus 2 is the same as 5 If I have 6, then I get 2 more, how many in total now?	

Top tips

The secret to success is practising little and often. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact of the day.

Play games such as https://www.topmarks.co.uk/maths-games/mental-maths-train to make it more fun!

Key Instant Recall Facts

Year 2 | Autumn 2

I know number bonds to 20.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts instantly.

Children should know all the number bonds to 20:

0 and 20

1 and 19

2 and 18

3 and 17

4 and 16

5 and 15

6 and 14

7 and 13

8 and 12

9 and 11

10 and 10

(and the other way around)

Again, the children should also know them as a number sentence e.g.

0 + 20 = 20

Top tips

The secret to success is practising little and often. Use time wisely. Can you practise these KIRFs while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact of the day.

Play games such as https://www.topmarks.co.uk/maths-games/mental-maths-train to make it more fun!

Monster Phonics

Year 1 Progression Map

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
TERM 1	ff ss zz ll ck nk	tch ve ai	oi ay oy	suffix s/es ASSESSMENT 1 a_e	e-e i-e o-e	u-e u-e ar	ee suffixes ed/ing	ASSESSMENT 2 ea ea	er ir ur	oo oo oa	ASSESSMENT 3 oe suffixes er/est	ou ow ow
	a, be, he, me, we, she, no, go so, to, do, today, I, by, my	love, some come, was is, his has, one once, friend your	the, of said here there you school	house, our where were they says are, ask, put push, pull, full	from, help back, animals will, this, that then, them with, went, off children, just	made, make came, like time, by, my I, I'm into, too don't	see, very day, have when, about out people	look, looked asked, could saw, all down now	Mr, Mrs what their little called	HFW REVISION	more, horse gone, live would school soon, food room	play, way, say may, away been, need keep, feet snow, grow window, know
	YEAR 1 CEWs				100 HFWs					200 HFWs		

Year 2 Progression Map

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
TERM 1	dge g	c kn	gn wr	le el il	al homophone	Vowel suffix (drop e rule) Vowel suffix (double rule)	Vowel suffix (Y to i rule) ASSESSMENT 1	y al (or)	o (u) ey	after W-a after W-or	after W-ar s (zsh)	ti i
	great break steak find mind, kind behind	wild, child climb old, gold hold cold told	would could should door floor poor	any many pretty move prove improve	most both only every everybody	even people whole clothes thought	busy money hour Christmas	grass class pass past fast last	bath path father plant half	after again sure sugar	water parents beautiful	eye who Mr Mrs
	YEAR 2 CEWs											