



Year group: 2	Term: Autumn 1	Topic: How fast can a snail run?	Kernow Cluster Topic Overview Sheet	 
			Objectives - NC	
Opportunities for outdoor learning: Mini beast hunts, science investigations linked to minibeasts	Key vocabulary: abdomen, antenna, camouflage, chrysalis, classification, colony, entomology, food chain, habitat, hive, honey, larva, life cycle, metamorphosis, microscope, minibeast, nectar, pollen, pooter, predator, prey, pupa, species, specimen, thorax.	How Fast Can a Snail run?		
PSHE objectives: Caring for the environment Mental health linked to Covid-19 Ten Ten RSE resources	Digital literacy: Internet search engines and online books for research	Maths objectives: <ul style="list-style-type: none">count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backwardrecognise the place value of each digit in a two-digit number (tens, ones)identify, represent and estimate numbers using different representations, including the number linecompare and order numbers from 0 up to 100; use <, > and = signsread and write numbers to at least 100 in numerals and in wordsuse place value and number facts to solve problems. 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: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot 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 Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems		
Geography objectives: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	PE objectives: <ul style="list-style-type: none">master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activitiesparticipate in team games, developing simple tactics for attacking and defendingperform dances using simple movement patterns.	Whole class texts: Bad Tempered Ladybird Charlotte’s web – Class novel		
History objectives: N/A	Music objectives: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play untuned instruments musically.	English objectives: <ul style="list-style-type: none">develop positive attitudes towards and stamina for writing by:writing narratives about personal experiences and those of others (real and fictional)writing poetrywriting for different purposes - information books/instructionsconsider what they are going to write before beginning by:planning or saying out loud what they are going to write aboutwriting down ideas and/or key words, including new vocabularyencapsulating what they want to say, sentence by sentencemake simple additions, revisions and corrections to their own writing by:evaluating their writing with the teacher and other pupilsre-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous formproof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]read aloud what they have written with appropriate intonation to make the meaning clear.		
Computing objectives: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs.	Art objectives: Use a range of materials creatively to design and make products	Science objectives: <ul style="list-style-type: none">identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammalsidentify and name a variety of common animals that are carnivores, herbivores and omnivoresdescribe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.		
Design Technology objectives: Use the basic principles of a healthy and varied diet to prepare dishes Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.. Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).	Languages objectives: N/A	RE objectives: I can use religious words and phrases to identify some features of religion. I can talk about why religion is important for some people. I can retell religious stories in increasing detail. I can suggest meanings for religious actions and symbols. I can talk about the main similarities in religions. I can identify how religion is expressed in different ways. I can respond sensitively to questions about my own and other's experiences and feelings. I recognise that some questions cause people to wonder and are difficult to answer. I can talk about matters of right and wrong, I can recognise and talk about my own values and those of others.		

Year group:Term:

Topic:

Links to previous topics:

Year 1 – Enchanted woods topic (Aut 1)

Superheroes – life processes (Spr1)

Carnival of Animals – all living things (Sum2)

PSHE:

Caring for the environment

Mental health linked to Covid-19

Ten Ten RSE resources

British values:

History skills:

N/A

Languages skills:

N/A

Geography skills:

Identify geographical features on a large scale map.

Create a simple map of a familiar location using symbols and a simple key to represent landmarks.

Use photos and simple street plans to find places in the local environment.

Art skills:

Talk about a range of modelling materials, e.g. salt dough, play dough, junk modelling materials etc

Explore the use of a range of modelling materials.

Talk about a range of painting materials, e.g. ready mix, powder, poster, water colours

Links to future topics:

Animals at the seaside

Maths skills:

Count objects to 100 and read and write numbers in numerals and words, Represent numbers to 100, Tens and ones with a part-whole model, Tens and ones using addition, Use a place value chart, Compare objects, Compare numbers, Order objects and numbers, Count in 2’s, 5’s, 10’s and 3’

- Use addition and subtraction facts to 20 fluently
- Add and subtract numbers using concrete objects, pictorial representations and mentally
- Explain addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- Use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems
- Solve problems including missing number problems, using number facts, place value and more complex addition and subtraction.
- Explain why an answer is correct.

PE skills:

Perform a series of simple movements & actions. Show an increasing sense of dynamic expression and rhythmic accuracy. Select appropriate movements to support different dance ideas. Remember, repeat short dance phrases simple dances.

Use basic underarm, rolling and hitting skills accurately. Intercept, retrieve and stop bean bags and large balls with some consistency. Throw, hit, kick a ball in a range of ways depending on the needs of the game. Describe what they and others need to do in a game.

Music skills:

Sing simple songs from memory with accuracy of pitch.

Organise a limited range of sounds in different ways.

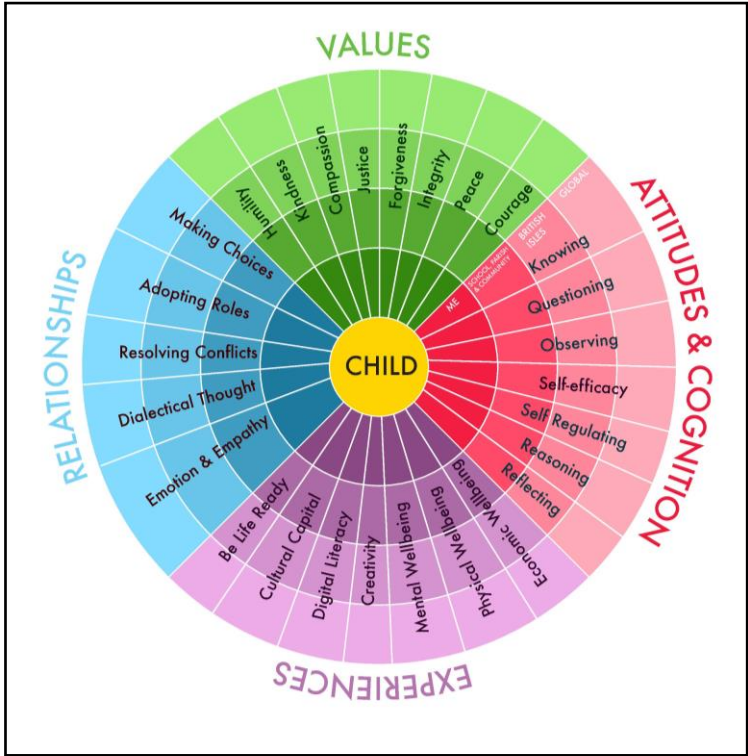
Perform simple patterns and accompaniments keeping to a steady pulse.

Computing skills:

Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.

Kernow Cluster Topic Overview Sheet

Skills – progression sheets



Science skills:

Draw and label the main parts of the human body and link body parts to the associated senses.

Name and talk about the young of humans and other animals.

Identify and name a variety of common animals such as amphibians, mammals and invertebrates.

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, a balanced diet and hygiene, including how to look after teeth.

Sort and group plants and animals according to simple features.



Identify a range of similarities and differences between animals and plants.

Describe how animals obtain their food from plants and other animals.

RE skills:

I can use religious words and phrases to identify some features of religion. I can talk about why religion is important for some people. I can retell religious stories in increasing detail. I can suggest meanings for religious actions and symbols. I can talk about the main similarities in religions. I can identify how religion is expressed in different ways.

I can respond sensitively to questions about my own and other's experiences and feelings. I recognise that some questions cause people to wonder and are difficult to answer. I can talk about matters of right and wrong, I can recognise and talk about my own values and those of others.



Opportunities for home learning / cultural capital:

Children set the task of making a minibeast model for our class display or an information factsheet.

Set homework:

IXL

English skills:

Narrative

Write a story with a clear beginning, middle and end.

Use an increasing range of story openers in order to hook the reader, In a dark gloomy wood...

Sequence the events in my story.

Describe the appearance of my characters.

Describe the setting at the beginning of my story.

Describe the appearance, actions and feelings of characters.

Information Books

Include important facts in my writing.

Begin to write in a formal and impersonal style.

Use heading, sub-heading and introductory sentences

Include key features, title, captions, pictures/photos and bullet points.

Include headings, numbers bullet points and diagrams.

Use other sources of simple information to inform my writing, Internet etc

Design Technology skills:

Explore and talk about the characteristics of an increasing range of materials.

Select and use simple tools to cut and join a range of materials.

Talk about and describe the tools and materials needed in order complete the key tasks within a plan.

Work safely and hygienically.