Our Lady's Catholic Primary School **TERM: AUTUMN** **CLASS: PUFFIN** **YEAR GROUP(S): 2**

TOPIC TITLE: THE MAGIC TOYMAKER	ENTRY POINT
	The entry point is an activity for children that begins each unit of work and provides an exciting introduction to the work that is to follow. The entry point will introduce the children to the 'magic toymaker's workshop' and encourage the children to start thinking imaginatively about the toys that they like to play with.
	HOME LEARNING
	Year 2 children are expected to complete a short homework task each week in addition to regularly reading at home and practising their spellings. These tasks will be identified on a worksheet and explained clearly to the children each week.
	PARENT ENGAGEMENT
	If you can, talk with your child about the toys and games that you used to play with when you were growing up. If you still have examples of these toys, then show them to your child and talk about how you played with them. Collect and look at old photographs that feature family members playing with toys. Help your child to understand how toys have changed over time.

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HISTORY	GEOGRAPHY	SCIENCE	PSHE	PE
Be able to use key words and phrases relating to the passing of time Be able to order events and objects into a sequence Be able to identify differences between their own lives and those of people who have lived in the past Be able to find out about aspects of the past from a range of sources of information	x	Be able to pose simple scientific questions Be able to identify ways of finding out about scientific issues Be able, with help, to conduct simple investigations Use equipment, observe what happens, offer explanations, make comparisons and identify patterns Record and communicate their observations	See long term planning grid	Be able to perform simple activities with control and coordination Be able to repeat and develop simple actions Be able to apply movements in sequence
DESIGN AND TECHNOLOGY	**ART AND DESIGN**	**LANGUAGES**	**INTERNATIONAL, NATIONAL, LOCAL COMMUNITY LINKS**	**TRIPS**
Be able to plan what they are going to make Be able to describe their plans in pictures and words Be able to use simple tools and materials to make products Be able to comment on their own plans and products and suggest areas of improvement	x	See long term planning grid	Be able to respect one another's individuality and independence Be able to work with each other where appropriate	TBC

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LEARNING ACROSS THE CURRICULUM (BASIC SKILLS THAT NEED RIGOROUS AND SYSTEMATIC REAPPLICATION)			
ENGLISH	**MATHS**	**E-SAFETY**	**COMPUTING**
See English medium term plan See writing in contexts below **Key Skills:** Be able to read fluently Be able to listen and respond critically to texts of all kinds in order to access ideas and information Be able to talk clearly and confidently about thoughts, opinions and ideas Be able to listen carefully to others Be able to write, present and broadcast a range of ideas, in a wide variety of forms and with awareness of different audiences and purposes Be able to communicate my ideas Be able to analyse, evaluate and criticise a range of uses of language in order to draw out meaning, purpose and effect	See Maths medium term plan Be able to use logical reasoning to find a toy/sequence objects Be able to use dates/time Be able to problem solve (fitting toys in/solving jigsaws) Links to science: Be able to record scientific data Links to DT: Be able to measure accurately **Key Skills:** Be able to use numbers and measurements to support both accurate calculation and an understanding of scale Be able to interpret mathematical data Be able to use mathematics to justify and support decisions communicating using mathematical language, symbols and diagrams Be able to represent and model situations using mathematics	See long term planning grid Be able to use technology safely and respectfully, keeping personal information private Know where to go for help and support when concerns about content or contact on the internet or other online technologies arise.	See long term planning grid Know about some of the applications of computing in everyday life Be able to use computers to present information Be able to enter, save, retrieve and revise information

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WRITING IN CONTEXT

Finding out and writing about toys
Fact files/descriptions about toys and materials
Similarities/differences writing
Creating a postcard/poster/brochure for a toy museum
Questions to answer
Placing materials in a venn diagram/table/quiz
Writing about data
Reviewing/evaluating work
Making lists and mind maps
Writing instructions about how to play a game/care for a toy
Rules for a game/toy
Creating word banks
Linking text to a picture
Labels and captions
Timelines
Links to toys in stories

Class: Puffin (2)	Term: Autumn 2017

Number – number and place value

Statutory requirements

Pupils should be taught to:

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use <, > and = signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems.

Number – addition and subtraction

Statutory requirements

Pupils should be taught to:

- 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
- 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 addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.