

## Autumn One: Once Upon a Book



### English

**Programme of study includes:** word reading, comprehension, transcription, handwriting, composition and vocabulary, grammar and punctuation.

**The process of writing includes:**

Introduce meaningful opportunity to write, Analysis of text - Read and study genre examples - Talk opportunities - Shared/modelled writing - Planning - Writing - Editing and improving - Publishing

**Inspiration:**

- On Sudden Hill by Linda Sarah
- Gorilla by Anthony Browne
- Charlie and Lola, I Will Not Ever Never Eat a Tomato by Lauren Child

During Guided Reading children will explore a variety of books which will inspire discussion and debate.

**Class Reading Books:** Stories about friendship and belonging.

## Year Two Autumn Term One Overview

We are kick-starting the year with the whole school topic - **Once upon a Book** . The year will begin with one of The Alton's favourite books to welcome the children - **On Sudden Hill**. This delightful picture book will inspire the children to communicate their ideas across the curriculum using a variety of genres. Inspired by this wonderful story, the children will create their own marvellous go-kart using a simple computer program. The design process will be crucial and so their knowledge and understanding of different materials and forces will be paramount to achieving success.

### Geography

Human and Physical Features

Create a plan of Sudden Hill (book).

Key Physical Features: towns/villages, forest, hill, city, factory, farm.

- to get a real geographical understanding of the setting in, On Sudden Hill, the children will use aerial images and models to create a simple plan and map of the friends' community.
- to use aerial images and models to create simple plans and maps, e.g. of Sudden Hill

### History

Before designing their own go-kart, children will research the evolution of vehicles by visiting an exciting transport museum.

**Changes within living history:**

**Evolution of transport (On Sudden Hill)**

•to study events beyond living memory that are significant nationally or globally, e.g. the evolution of vehicles

### French

Songs, rhymes and the story of the four friends.

### Social, Moral and Cultural Education - including Religious Education and RRS

SMSC is embedded in what we do and who we are everyday.

**Themes raised in the class text:**

Friendship, perseverance and belonging

RRS: 2, 4, 15 and 27

**Religious Education**

Buddhism - The Story of The Monkey King

**School Values**



### Music

**Exploring sounds and beat**

•to use their voices expressively and creatively by singing songs and speaking chants and rhymes  
Weekly playlists played during assemblies, lunch and breaks. Music used to introduce books/art/topics.

## Computing

### 'Daisy' - progress to basic 'Hopscotch' (go-kart game) - *On Sudden Hill*

- to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- to create and debug simple programs
- to use logical reasoning to predict the behaviour of simple programs

## Physical Education

### Football and gymnastics:

- to recognise, observe and apply rules in competitive and cooperative games and other physical activities and why they are important
- to use and apply simple tactics and strategies
- to develop control and coordination of their physical movements
- to devise and use repeat compositions and sequences in physical activities

Over the year, children will continue to develop their mathematical skills and knowledge through Maths No Problem. Alongside this, the children will apply their maths skills across the curriculum, for example they will further develop their understanding of measurement when **designing and making their own go-kart** and timing how long it takes to move down the hill. Whilst in geography, they will use their knowledge of shape and direction to **create plans of Sudden Hill**.

## Science

### Learning Objectives:

#### Materials - Investigating Forces

I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

#### Living things and their habitats

I can explore and compare the differences between things that are living, dead, and things that have never been alive.

I can identify that most living things live in habitats to which they are suited.

I can describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.

I can identify and name a variety of plants and animals in their habitats, including micro-habitats.

I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

#### Scientific Enquiry Skills

Ask simple questions, and recognise that they can be answered in different ways

Observe closely, using simple equipment

Perform simple tests

Identify and classify

Use observations and ideas to suggest answers to questions

Gather and record data to help in answering questions.

## Art and Design Technology

### Design Technology:

#### DME: a go-kart to roll down Sudden Hill

- to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- to select from and use a wide range of materials and components, including construction materials, according to their characteristics

- to explore and evaluate a range of existing products

### Art and Design - Illustrator Study **Benji Davies**

**Drawing skills:** straight and curved lines and building up tone by layering.

