

Year Two Autumn 2 MTP: Travelling and Holidays

Topic

I can map out a journey line from one place to another.

I can explore my local area using maps and understand map symbols and keys.

I can use an atlas or map to find the seven continents and five oceans, along with countries like Kuwait, the UK, and Peru.

I can identify important features of continents and significant countries.

I can use atlases to explore geographical features of Kuwait, the UK, and Peru.

I can discuss how different climates affect life in local, UK, and Peruvian settings.

I can use aerial photographs to study landscapes and environments from above.

I can plan a journey from Peru to the UK using a compass and directions.

I can draw a sketch map of my school using aerial views to see spatial relationships.

I can understand human and physical geography by observing and discussing different features.



In this topic, students will travel from Peru to London with Paddington Bear. They will go on many adventures around the UK while sharing their experiences of holidays and travelling.

Special Activities

Making a marmalade sandwich.
Teddy Bear's Picnic



MATHS

Subtract a 1-digit number from a 2-digit number (across a 10)

Add and subtract 10s

Add two 2-digit numbers (not across a 10)

Add two 2-digit numbers (across a 10)

Subtract two 2-digit numbers (not across a 10)

Subtract two 2-digit numbers (across a 10)

Mixed addition and subtraction

Compare number sentences

Missing number problems

Recognise 2D and 3D shapes.

Count sides on 2D shapes.

Count vertices on 2D shapes.

Draw 2D shapes.

Lines of symmetry on shapes.

Use lines of symmetry to complete shapes.

Sort 2D shapes.

Count faces on 3D shapes.

Count edges on 3D shapes.

Count vertices on 3D shapes.

Sort 3D shapes

Make patterns with 2D and 3D shapes.

Reading and Handwriting

I can continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.

I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.

I can read accurately words of two or more syllables that contain the same graphemes as above.

I can segment spoken words into phonemes and representing these by graphemes, spelling many correctly.

I can relate sounds to letters and letters to sounds.

I can understand what are clusters, letters, sounds and grapheme.

The focus is on letter formation to the correct size and shape when using Nelsons Handwriting Scheme.

SPAG

I can identify and use past tense verbs.

I can use time adverbials.

I can use conjunctions.

I can use personal pronouns.

I understand the purpose of different sentence types and use the appropriate punctuation.

I can use apostrophe for possession.

Science

I can identify different types of plants and describe what makes each plant unique.

I can name the main parts of a plant and explain what each part of a plant does.

I can list the things that plants need to grow and describe how water, sunlight, and soil help plants grow.

I can plan to discover how light affects plants and predict what might happen to a plant in the dark.

I can carry out a simple experiment to explore light and dark and record what happens to plants when they are in light and darkness.

I can share what I found out about plants and light and discuss how plants change in different light conditions.

I can tell the difference between a bulb and a seed and explain how a bulb grows differently from a seed.

I can identify the conditions plants need to survive and demonstrate how caring for a plant helps it grow.

I can create a plan to plant a bulb or a seed and explain my plan and why it will help the plant grow.

I can follow my plan to plant a bulb or a seed and take care of my plant as it grows.

I can observe changes in a bulb or seed over time and share what I learned about how bulbs and seeds grow.

Writing

I can listen and make predictions about the story of Paddington.

I can answer questions about the story to explore the characters feelings.

I can sequence the key events of the story using pictures.

I can use adjectives to describe the setting.

I can describe Paddington bear.

I can use drama to innovate a journey story with a focus on the problem and resolution.

I can plan a journey story by drawing pictures.

I can write an engaging story opening.

I can write the journey and problem of a story.

I can write a satisfying ending to a journey story.

I can edit, improve and share my story.

I can read and answer questions about a letter

I can identify and label the features of a letter.

I can use exclamations, and questions in a letter.

I can plan to write a letter with a focus on activities and experiences.

I can independently write a letter.

I can edit and improve a letter.

I can share my letter with others.