

**Engage:**  
**Express:**

## Literacy

### Spoken Language

Give well-structured descriptions, explanations and narratives for different purposes

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Participate in discussions, presentations, performances, role play, improvisations and debates

Maintain attention and participate actively in collaborative conversations

### Reading

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

Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes

Read accurately words of two or more syllables that contain the same graphemes as above

Discuss the sequence of events in books and how items of information are related

Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

Discuss and clarify the meanings of words, linking new meanings to known vocabulary

### Writing

Develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing for different purposes

Plan or say out loud what they are going to write about

Write for different purposes

Use sentences with different forms: statement, question, exclamation, command

Use expanded noun phrases to describe and specify

## Personal, Social and Emotional Development

### PSCHE: What is bullying?

Learn how words and actions can affect how people feel  
Know how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe  
Understand why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable  
Learn how to respond if this happens in different situations

Learn how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so

### R.E.: Christian Festivals

Christmas: to understand

- the celebration of Jesus' birth
- it shows he is special for Christians
- stories about the birth of Jesus, illustrating the idea that God is a loving father
- symbols of Christmas, e.g. crib

## AUTUMN TERM 2 Objectives *Jungle all the way* Year 2

## Mathematics

Please refer to the autumn term Success and Challenge cards for objectives in Mathematics

## Physical Development

### Multi-skills

Throw and catch displaying a degree of competency, in isolation and in varied environments

Show an awareness of how the body functions/changes during exercise

Display development in the FUNdamentals of movement (Jog, Sprint, Jump, Hop, Weight on Hands, Balance & Coordination)

## Understanding of the World

### GEOGRAPHY: Physical geography

Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  
Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

### SCIENCE: Living Things and their habitats

Explore and compare the differences between things that are living, dead, and things that have never been alive.  
Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.

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.

Identify and name a variety of plants and animals in their habitats, including micro-habitats.

### Computing: Online

Talk about websites they have been on.

Explore a website by clicking on the arrows, menus and hyperlinks.

Recognise an email address. Find the @ key on the keyboard. Contribute to a class email.

Open and select to reply to an email as a class.

## Expressive Art and Design

### Design and Technology

Start to generate ideas by drawing on their own and other people's experiences.

Begin to develop their design ideas through discussion, observation, drawing and modelling.

Identify a purpose for what they intend to design and make.

Understand how to identify a target group for what they intend to design and make based on a design criteria.

Develop their ideas through talk and drawings and label parts. Make templates and mock ups of their ideas in card and paper or using ICT.

Evaluate own work against the design criteria

### Music:

Use their voices expressively and creatively by singing songs and speaking chants and rhymes

Sing songs in ensemble following the tune (melody) well.

Use voice to good effect understanding the importance of warming up first.

Perform in ensemble with instructions from the leader.

Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration).