

Enfield Heights Academy Learning Web: Year 2 Autumn 1

Who are we?

Force for positive change:

Exploring how humans have damaged the local environment and what we can do to have a positive impact on the local environment.

Key Dates:

Children return to school: September 4th
Parent Consultations: 16th October

Meet the Teacher: 8th September
Hertfordshire Zoo visit: 20th October

Maths

Children will develop their understanding of number and place value by learning to read and write numbers up to at least 100, both in numerals and in words. They will explore the value of each digit in a two-digit number, recognising the roles of the tens and ones places.



In addition, children will build their skills in addition by mastering number bonds to 20. They will practise adding a one-digit number to a two-digit number, as well as adding two-digit numbers to multiples of ten.

As part of their introduction to multiplication, children will continue to consolidate their number and place value knowledge, again reading and writing numbers to at least 100 in both numerals and words, and identifying the place value of digits in two-digit numbers.

English

As part of their narrative writing, children will focus on character description, using *The Everywhere Bear* by Julia Donaldson as inspiration. They will describe the character of the Everywhere Bear, exploring his traits and appearance through rich vocabulary and detailed language.

In recount writing, children will write about a day in their own lives, developing their ability to sequence events clearly and use time-related language. Throughout their writing, there will be a strong focus on key grammar skills, including the correct use of capital letters and full stops, forming compound sentences, and using expanded noun phrases to add detail and interest.

Spelling lessons will focus on learning and practising 'red words' from sets 1 to 4, while handwriting sessions will support children in developing continuous cursive handwriting. Guided reading will take place daily, with sessions designed to develop essential reading skills such as predicting, making inferences, and retrieving key information from texts.

Music

Children will develop their musical skills by listening with intent and learning to sing a new song. As they become more familiar with the piece, they will refine their singing technique, focusing on pitch, rhythm, and expression. In addition to vocal work, children will have the opportunity to play the glockenspiel, enhancing their understanding of melody and coordination through practical instrumental experience.



PSHE: Being Me in My World

At the start of the year, children will explore their dreams and fears, helping them to reflect on their hopes as well as any concerns they may have. They will develop an understanding of the class learning charter, which sets out shared expectations for behaviour and learning. As part of this, they will learn about their rights and responsibilities within the school community and consider how their actions can lead to both rewards and consequences.



Art: Weaving

Children will take inspiration from the work of others as they begin to explore the art of weaving. They will develop their own creative ideas to design a unique weaving pattern, considering colour, texture, and structure. As they work, they will learn and practise key weaving techniques, such as creating warps and wefts, to help them master the basics of this traditional craft.



Physical Education

PE –Outdoor – Athletics

The unit of work will challenge pupils to explore different ways that they can link movements and balances together while travelling along a variety of pathways

PE- Indoor – Dance

The unit of work will challenge pupils to use their whole body when creating sequences of movements. Pupils will explore and respond to music as a stimulus. Using various dynamics and movement qualities, pupils will be able to use descriptive language to discuss these various movement qualities.

Spanish

In Autumn 1, Year 2 children will build their Spanish skills by practising a range of greetings (*Hola, Buenos días, Buenas tardes, Adiós, Hasta luego*) and asking and saying their names using *¿Cómo te llamas? Me llamo....* They will review numbers 1–10, learn to say their age (*Tengo ... años*) and ask others about theirs (*¿Cuántos años tienes?*), and begin to talk about siblings using phrases like *Tengo un hermano/una hermana*. Songs, chants, and games will make learning fun, while phonics work on Spanish vowel sounds, *ll, ñ*, and the silent *h* will help them develop accurate pronunciation.



Geography:

Children will begin their geography learning by investigating place, starting with locating the four countries of the United Kingdom and identifying their capital cities. They will then focus on their immediate environment, identifying both physical and human features within the school and the local area.

Science:

Children will begin by learning how to identify whether an object is alive, dead, or has never been alive, helping them to develop a deeper understanding of the natural world. They will explore a variety of habitats and discover why different animals are suited to the environments in which they live. Building on this knowledge,

Computing

Children will learn to recognise the various uses and key features of information technology in everyday life. They will explore how technology supports different activities and functions, with a particular focus on identifying how information

Using aerial photographs of the school, children will learn to recognise different buildings and areas within the school grounds. They will also develop early mapping skills by using basic symbols to create a key and produce a simple map of the school.	children will be introduced to simple food chains and will learn how these can be affected by changes in environmental conditions.	technology is used throughout the school environment.
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