

## Year 2 - Areas of Study Autumn 2 - 2024

<b>Topic Title:</b> Shop 'til you drop
<b>Key Question:</b> How has the high street and shopping changed?
<b>English (Reading and Writing)</b>
Our topic this term is the Highstreet and how it has changed over time. Our central text for this unit will be Roald Dahl's 'The Giraffe, the Pelly and Me' – this is our reading text and our text to inform writing because the main character wants to own his own 'Grubber' (or old-fashioned sweet shop) and we will discuss how sweets and sweet shops have changed in the last 50 years. The children will design sweetshops, describe imaginary amazing sweets and write recipes for the sweets they will design and make themselves. Finally, we will write a report on shopping now and then – learning about the many kinds of shops that existed on the Highstreet 50 years ago (such as fishmongers, butchers, bakers, drapery shops, cobblers etc) and discuss how today these shops are merged under one 'super-market'. We will also draw on historical information about how people shop today using online sites and bank cards, rather than cash and walking to the shops.
<b>Maths</b>
This term the children will focus on consolidating their skills they learnt in the first half of the autumn term. They will continue to develop their knowledge of number using dienes and number facts. They will consolidate their skills in arithmetic (adding and subtracting numbers). The children will continue to develop their reasoning skills by explaining their thinking and making choices. They will continue to develop their shape and measure knowledge, looking at 2D and 3D shape, as well as exploring the use of money in our topic themed highstreet of shops.
<b>Science</b>
This term our science is an introduction to Materials. We will be discussing the materials used to package sweets today and, in the past, (plastic wrapping v paper bags) and the impact this change has had on the planet. The children will be investigating materials and their everyday environment and their uses. They will begin to think about how the materials around them are better suited to specific purposes. They will be conducting their own investigations into the properties of these materials and test how well they bend, twist and stretch.
<b>History</b>
This half term our history will focus on shopping in the last 50 years and how the high street has changed over time. We will explore shopping now and then looking at the different kind of shops that existed on the high street 50 years ago such as fish mongers, butchers, bakers, drapery shops ect. We will also discuss how these shops are merged under one 'supermarket'. We will also look at how people shop today using online sites and banks cards rather than cash and walking to the shops. We will use photographs, books and other sources to find out what the high streets looked like and the shops they had compared to what we have now, with a particular focus on how people's shopping habits and the way we buy goods has changed dramatically in living memory.
<b>Geography</b>
Not delivered this half term.
<b>Art</b>

In art this term we will continue to develop our skills in independent topic themed tasks using a variety of materials such as paint, glitter and sequins to celebrate Diwali, potato printing poppies for remembrance, making clay and polystyrene sweets, creating Christmas cards and calendars.

### **Design Technology (DT)**

In design and technology, the children will be developing their skills in food technology by inventing their own sweets, this is linked with our English story 'The Giraffe, Pelly and me', as well as our history topic, looking at how the high street and the goods we buy have changed over time. They will taste and review 'old fashioned' sweets then design and make their own using the knowledge they gain from their food hygiene lesson in PHSE. They will develop their cutting, chopping and assembly skills. They will have the opportunity to try their creations before evaluating their work.

### **Music**

In music this term, the children will be learning songs linked to our Christmas performance in St. George's church. They will also be learning to sing and sign using Makaton.

### **Religious Education (RE)**

In RE this half term the children will continue using a question-based approach to articulate their own thoughts and feelings about who is special to them and why. They will be widening their understanding by thinking about who is special in our community and the people we rely on. The children will also have the opportunity to explore the Christmas story and why Christmas is a special time of year.

### **Physical Education (PE)**

This half term the children will be working on fundamental movement skills, using their bodies to perform a range of tasks and actions to solve physical challenges involving agility, balance and coordination. There will be a focus on travelling with control using a ball, including bouncing skills.

The children will also work on their dance skills through learning and dance routine for the Rudolph Rave at the end of term.

### **Computing**

This half term the children will focus on using laptops and developing their Microsoft Word knowledge and keyboard skills. The children will use BBC Dancemat to develop their keyboard efficiency as well as learning how to open, save and edit a document. They will learn how to insert images linked to our work on recipes and discuss how many recipes today are found on online sites with images stored there.

### **Personal, Social and Health Education (PSHE)**

They will develop strategies to be a good friend and will talk about how all families are different. They will discuss personal safety and the difference between appropriate and inappropriate touching. The children will also learn about a healthy diet and keeping fit. The children will also develop their food hygiene knowledge and how to keep safe in the kitchen ready for our DT project of making their own sweets.

**\*\* To teach phonics in Key Stage 1, we use the Twinkl Phonics scheme and Rhino readers. These are organised systematically and carefully matched to the child's phonic stage, to ensure that all of our children develop the skills they need to become fluent and confident readers.**

\*\*To teach reading in Key Stage 1, the children learn the sounds they need to decode words and read texts that are linked closely to their phonic knowledge.

Alongside daily phonics sessions, the children participate in guided reading sessions to focus on their comprehension skills. They are encouraged to become reading VIPERS and focus on the key objectives of Vocabulary, Inference, Prediction, Explanation, Retrieval and Sequencing. We read the children a wide selection of engaging and entertaining real books to inspire in them a love of reading and develop their language and understanding.

\*If you require additional information relating to our school curriculum, please ask at the school office or the class teacher.