



Learning in Form 2 Autumn 2024



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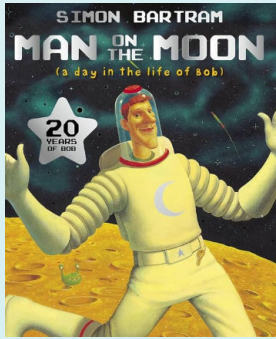
Overview of Autumn Term Curriculum

Form 2

	Autumn 1	Autumn 2
English	Man on the Moon (A day in the life of Bob) by Simon Bartram The Treasure of Pirate Frank by Mal Peet and Elspeth Graham. Illustrated by Jez Taya Issun Boshi by Icinori	The First Book of Dinosaurs by Simon Mole Matt Hunt Out and About by Shirley Hughes
Mathematics	Place Value & Money, Addition & Subtraction, Measures & Data, Multiplication & Division	
Science	The Human Body	Living Things and their Environments
Knowledge (History)		The Romans in Britain
Knowledge (Geography)	Spatial Sense	
Art	Colour and Shape	Colour, Shape and Texture
STEAM	LEGO Curriculum - Great Adventures	

ENGLISH

To support children to read and write with accuracy, we place high quality, challenging children's literature at the heart of our approach to English.



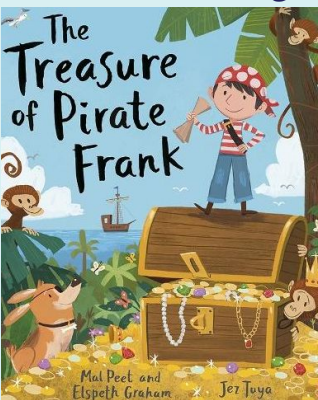
It's Bob's job to keep the Moon clean and tidy. He also welcomes tourist spaceships and gives guided tours. Bob's daily routine is described in a matter of fact tone, and his disbelief in aliens is frequently referred to. However, the detailed, period pictures, tell a different story and readers will soon spot the little green men lurking in the background.

Potential Writing Outcomes : Annotations, letters and emails, character description, research notes, non-fiction writing, captions, recount, writing in role, instructions, advertisement, narrative



This is the classic Japanese fairy tale tells the story of Issun Boshi. Issun Boshi is only one inch high. He was thus called Issun Boshi, Japanese for one-inch boy. Although his parents raised him very lovingly, Issun Boshi realized one day that he would not grow any taller. He then left his home to set off on a journey to find his place in the world. Because he saw himself as a swordfighter, a samurai, he made sure to take along the right equipment: a needle was his sword, a soup bowl was his boat, and a chopstick was its rudder. As in any proper fairy tale, Issun Boshi is tested in several adventures. He handles himself so bravely that, in the end, he is rewarded with just the right

Potential Writing Outcomes : Character description, setting description, narrative

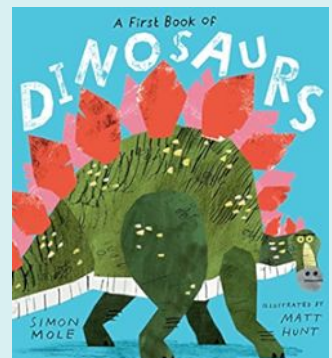


Through utilising the engaging, and brightly coloured, picture book 'The Treasure of Pirate Frank' by Mal Peet and Elspeth Graham, the pupils will delve into an adventure. Having to overcome many obstacles on their way, including a frog fraught swamp, monkey infested forests, snowy mountains, and around a volcano and up a hill, a boy and his dog are determined to find the treasure of Pirate Frank. Following a treasure map, the characters eventually find the 'X' that marks the spot.. Having thoroughly understood and enjoyed the text, the pupils are explicitly taught instructional writing with the focus being on writing a set of instructions to find some treasure.

Potential Writing Outcomes : Instruction writing

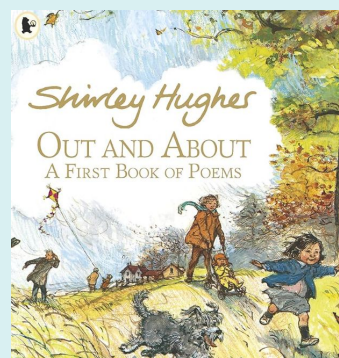
A beautifully produced, large-format hardback of poetry all about dinosaurs. The book is divided into four sections: 'Meet the Dinosaurs', 'Eat or Be Eaten', 'Dinosaur Families' and 'The End. Or Is It?', and closes with a dino-timeline. Meet familiar favourites including Pterosaurs and Tyrannosaurus Rex, as well as some lesser-known creatures such as Eoraptor and Herrersaurus.

Potential Writing Outcomes : Text marking, annotations, poetry writing, information writing, biography writing and book making



In this book of poetry, the seasons are seen from a child's eye view. Each section opens with a glorious double page spread showing families engaged in a range of seasonally specific activities such as playing on the sand in summer and sledging and snowballing in winter. The language of the poems is simple yet evocative and each is given its own page where it is complemented by illustrations of children enjoying life and nature.

Potential Outcomes : Writing about real experiences, poetic phrases and word, free verse poetry and performances



PHONICS & SPELLING

Orchard House School follows the Read, Write, Inc programme for the teaching of phonics and spelling.



Useful Terminology

- **Fred Talk** – sounding out the word before reading (blending)
- **Sound-blending** – putting sounds together to make a word, e.g. c-a-t cat
- **Special friends** – sounds written with more than one letter, e.g. sh, ng, qu, ch
- **Speed Sounds** – the individual sounds that make up words

Progression of phonics and spelling teaching is as follows:

- **Recap Set 3 Speed Sounds:** ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure
- **Additional Sounds:** ue, ie, au, e-e, e, kn, ck, wh, ph

Progressing to Read, Write, Inc Spelling Programme:

Sound	Example Words
The or sound spelt a before l and ll	all, small, tall, wall, always, fall, stalk, already, altogether
Soft c	face, race, price, certain, circus, except, exercise, concert, notice, police, concentrate
Adding the suffix -y	spotty, saggy, funny, runny, nutty, foggy, slippy
Adding the suffix -y	breezy, wheezy, curvy, simply, greasy, whiny, spicy, shiny, smoky, cheesy
Adding the suffix -ly	softly, loudly, slowly, weakly, kindly, quietly, bravely, badly
The n sound spelt kn and gn	Knew, know, knight, kneed, knuckle, knock, gnat, gnome
The igh sound spelt y	Fly, cry, rely, nearby, terrify, petrify, multiply, butterfly
Adding the suffix -ing	Putting, knotting, drumming, tripping, nodding, clapping
Red word focus (odd spelling words)	Where, could, there, want, was, would, what, money, people, busy, half
The tious , cious and tion sound	Addition, vicious, precious, nutritious



MATHEMATICS

**Please note : subject to adjustment and adaptation to accommodate reinforcement or allow for further differentiation as required by cohort. May also be subject to change to allow for other educational events. Children will be grouped into 3 sets from the second or third week of the Autumn term. These are flexible sets and are subject to change.*

Week commencing	Learning Objectives for Autumn 1
09/09/24	Place Value & Money: Count to 100; identify number, estimate Place Value in 2- digit numbers
16/09/24	Addition & Subtraction: Addition/subtraction facts; missing nos Know how many to the next multiple of 10
23/09/24	Multiplication and Division: Understand multiplication as sets; recognise patterns Understand doubles/halves to 20
30/09/24	Addition & Subtraction: Add and subtract 10/20; extend to 11/21
07/10/24	Addition & Subtraction: Use facts to add several numbers Add/subtract numbers bridging 10
14/10/24	Measures : Measure lengths in metric units; rulers Measure weights in g and kg

Week commencing	Learning Objectives for Autumn 2
04/11/24	Place Value & Money: Make and write amounts of money Make amounts of money; give change
11/11/24	More Addition and Subtraction: Add/ subtract using facts and place value Use facts/patterns to add/subtract
18/11/24	Measures: Measure capacities in litres Understand hours, minutes, seconds
25/11/24	More Addition and Subtraction: Add/subtract multiples of 10 Add/subtract multiples of 11,12,21,22 etc
02/12/24	More Addition and Subtraction: Add/subtract near multiples of 10 Add pairs of 2-digit numbers
09/12/24	Measures: Tell the time: introduce 5 min intervals



MATHEMATICS

CALCULATION METHODS

Below you will find a reference for some of the methods used to teach the mental and written calculation aspects of mathematics this term.

Addition and Subtraction

Using pairs to 10

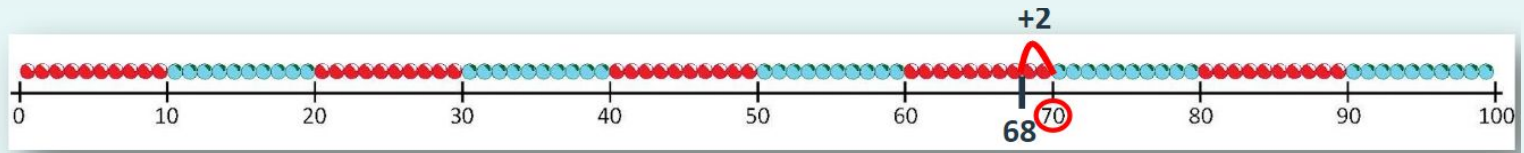
$$68 + ? = 70$$

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Let's count up from 68 to 70.

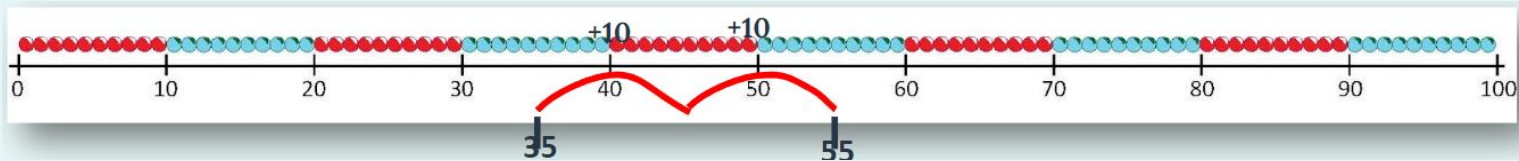
What goes with 8 to make 10?
So what goes with 68 to make 70?

$$68 + 2 = 70$$



Add and subtract 10, 11, 20 and 21

What is 10 more than 45? 20 more? (Using hundred squares and bead bars).
Add and subtract tens and ones.



1-100 number grid

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Use facts to add several numbers
Look for a pair of numbers that makes either 10 or 20.

$$14 + 7 + 6$$

$$14 + 6 + 7 = 27$$



MATHEMATICS

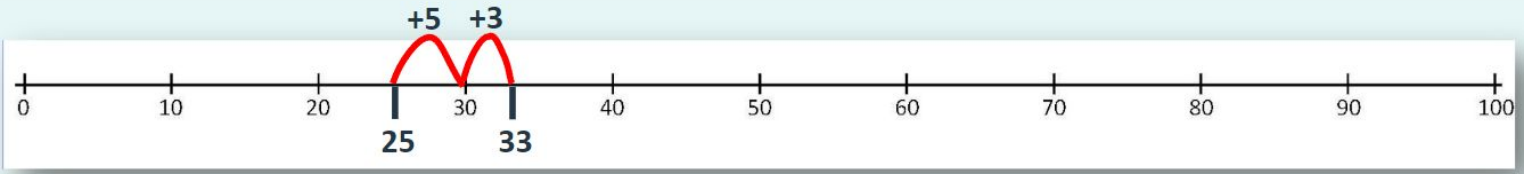
CALCULATION METHODS

Below you will find a reference for some of the methods used to teach the mental and written calculation aspects of mathematics this term.

Addition and Subtraction Bridging multiples of 10

$$25 + 8 =$$

How many beads do we need to make 30? How many more do we need to add? What is the answer?



Adding and Subtracting 'ordinary' and 'nearly' numbers

$$14 + 19 =$$

19 is a 'nearly' number. We need to look out for 'nearly numbers'! So instead of adding 10, then 9, we can add 20 and then subtract 1. This is much more efficient. $45 \rightarrow 65$, then back 1 to 64.

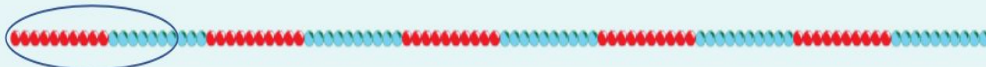
$$45 + 23 =$$

23 is an 'ordinary' number so we add 20, then count on 3. $45 \rightarrow 65 \dots 66 \dots 67 \dots 68$.

Multiplication and Division

Finding Doubles to 20

17



17



Find double 17...

Double 10 is 20

Double 7 is 14

We can partition to add 20

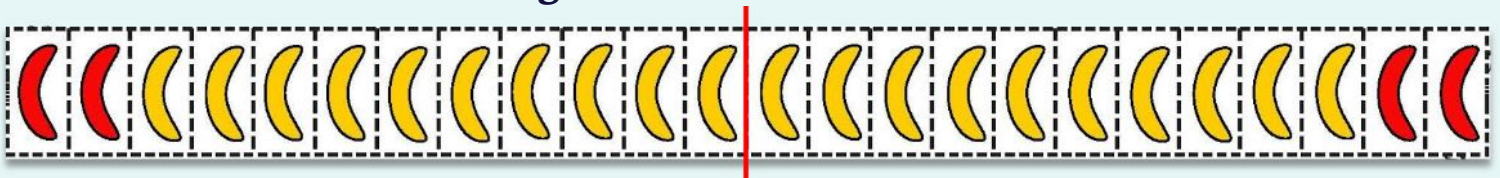
+ 14

$$20 + 14 = 20 + 10 + 4$$

$$= 34$$

Double 17 is **34!**

Finding Half of Even Numbers



Take your strip of 24 shapes and fold it in half...

Check you have the same number of shapes in each half...

Half of 24 is 12.

What is double 12?

24	
12	12



SCIENCE

The Human Body

During this unit, the children will:

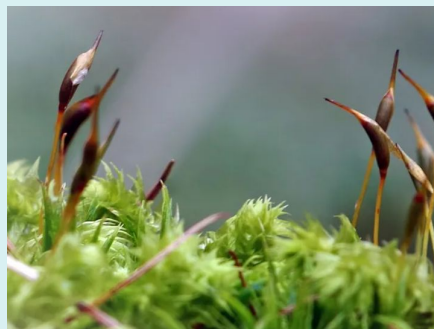
- Describe the needs of animals for survival
- Describe the need of humans for survival
- Explore the importance of eating the right food
- Describe what a healthy balanced diet looks like
- Investigate hygiene



Living Things and their Habitats

During this unit, the children will:

- Explore and compare the differences between things that are living, dead, and things that have never been alive
- Identify and name a variety of plants and animals in their habitats, including microhabitats
- Describe how animals obtain their food from plants and other animals using a simple food chain
- Find out what animals eat to survive in their habitat
- Understand food chains
- Understand the journey food makes from the farm to the supermarket





GEOGRAPHY

Spatial Sense



Topic

Knowledge Goals

My School Site

Maps show us information about different places.
'Site' means where something, like a building, is located.
Know what is located on the site of my school

Drawing a map of my school

People who draw maps are called cartographers.
Maps must be clear and easy to read.
Maps may include labels and symbols that give us more information.

Maps of the local area

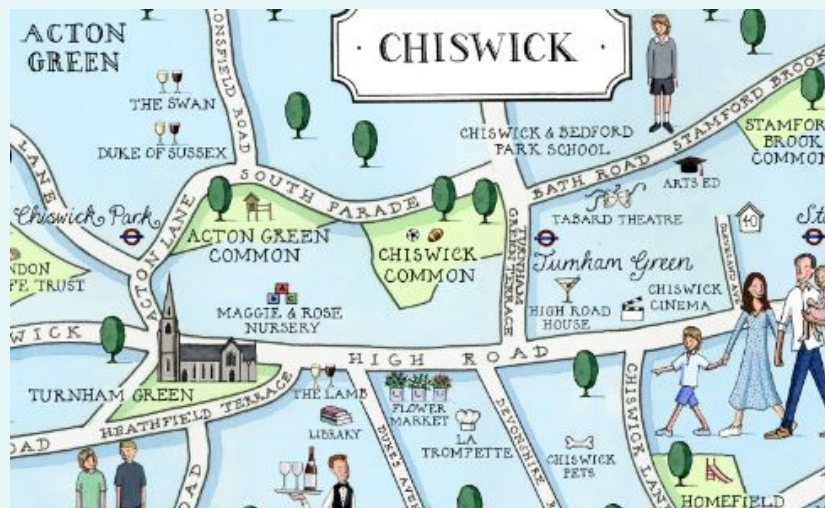
Maps use symbols to tell us information about the local area.
We can use maps to describe location and to navigate.
An Ordnance Survey map can help us to find human and physical features of an area.

Using maps to plan a route

We can use a map to plan a route.
Routes need a starting point and a destination.
Compass directions help us know which direction to travel in

Identifying locations on a globe or world map.

A globe is a model of the Earth.
World maps and globes show us the continents and the oceans.
The Equator is an imaginary line halfway between the North Pole and the South Pole.





History

The Romans in Britain

Topic	Knowledge Goals
The Growth of the Roman Empire	The Romans had an empire The Romans used their technology and large army to explore and rule their empire People living in Britain were not as advanced as the Romans
The Roman Army	The Roman army was large and well organised Archaeologists have found out that Roman soldiers wore armour and carried weapons Roman soldiers were well trained and this helped the Roman Army to conquer much of Europe
Roman Invasion of Britain	The Romans successfully invaded Britain in 43 CE Boudicca rebelled against the Romans Boudicca's rebellion was unsuccessful
Roman Towns	The Romans built towns surrounded by stone walls Roman towns often contained shops, homes, yards for animals, a forum and a basilica Hadrian's Wall formed the northern border of the Roman Empire
Changes that the Romans made to Britain	The Romans built towns and roads across Britain The Romans created written records which is how we know about their history After the fall of the Roman Empire, many people and aspects of Roman life remained in Britain





STEAM

Skills & Competencies:

Our STEAM curriculum consists of a series of projects that aim to develop a set of fundamental competencies, that empower pupils to effectively navigate personal, cultural, economic, and societal obstacles they will inevitably encounter throughout their lives:

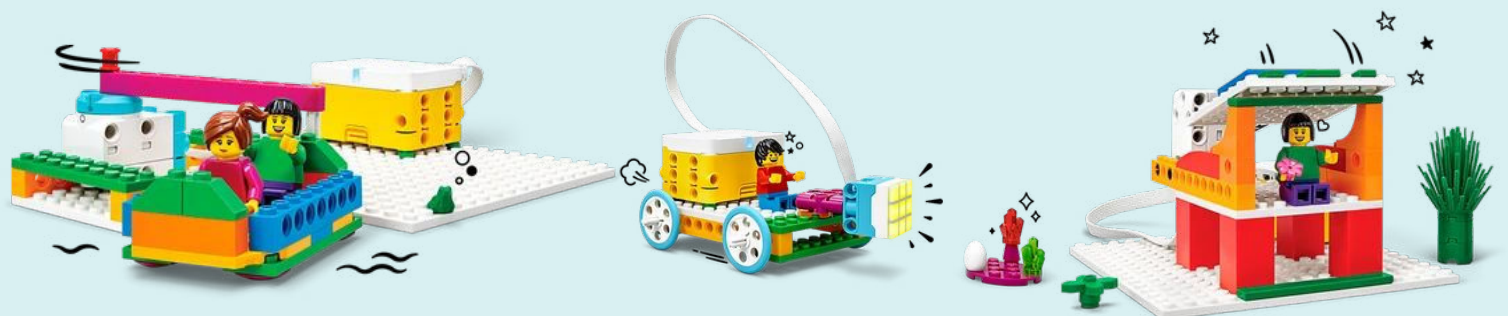
1. **Curiosity:** The ability to ask questions and explore how the world works
2. **Creativity:** The ability to generate new ideas and apply them
3. **Criticism:** The ability to recognise information and ideas and to form reasoned arguments and judgements
4. **Communication:** The ability to express thoughts and feelings clearly and confidently in a range of forms
5. **Collaboration:** The ability to work constructively with others
6. **Compassion:** The ability to empathise with others and to act accordingly
7. **Composure:** The ability to connect with the inner life of feeling and develop a sense of personal harmony and balance
8. **Citizenship:** The ability to engage constructively with society and to participate in the processes that sustain it.

LEGO SPIKE™ Curriculum

LEGO® Education SPIKE™ Essential STEAM curriculum units for primary education are designed around playful narrative-based problem-solving with relatable themes that can develop young pupils into independent STEAM thinkers.

Great Adventures

This unit introduces Form 2 to computational thinking. They'll begin to understand what a sequence is, be able to follow instructions to create a sequence and describe the sequence to their peers. They'll learn how to break problems down into smaller parts (decomposition), identify cause and effect, and understand simple loops. Finally, they'll explore the process of testing and debugging programs to ensure that their programs work as they've intended. They will find ways to help the main characters, and practise recounting an experience using relevant details. This will help to develop their collaborative conversation skills. During this unit they will use motion senses and LEGO to create a boat, a cave car, an animal alarm, a submarine and a tree house camp.





PSHCEE / RSE

Orchard House School has been implementing the PSHCEE /RSE Programme across the school since September 2020. We would like to reassure you that all the online Jigsaw teaching materials meet the current statutory expectations for RSHE (DfE, 2019) and if and when any new guidance is published, you can be fully confident that our materials will be updated and reviewed to ensure that they are compliant and reflect the needs of our children.

We follow a scheme of work called Jigsaw, a mindful approach to PSHCEE / RSE. The lessons aim to build children’s emotional literacy, self- esteem and knowledge of who they are and how they relate to each other and the world in a positive and healthy way.

Being Me in My World	Celebrating Difference
<ul style="list-style-type: none"> Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings 	<ul style="list-style-type: none"> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends





PHILOSOPHY & ORACY

Philosophy and oracy are integral disciplines at Orchard House School. They are woven throughout the curriculum and we encourage a thoughtful, talk-rich culture within every classroom and incorporate both disciplines into lesson planning. In addition to the opportunities to nurture these elements at school, we invite families to take part in our weekly “Sticky Questions” school initiative.

What is Sticky Questions?

The aim of sticky questions is to get parents and children talking about interesting questions. Every Wednesday, your child will come home with a Sticky Question stuck to their uniform. There’s no writing involved. Just take the time to talk with them about it and see what you each think and why.

What makes Sticky Questions “sticky” is that you can keep arguing about them. It’s not like a maths worksheet where a teacher is looking to see a particular answer. What matters is that you and your child talk and think together. If you disagree, so much the better. If you think alike, you might play at disagreeing for the sake of argument.

On Thursday, the class will carry on the talk, bringing in ideas heard from home. Part of the point of this exercise is to celebrate differences in thinking between children and within families.

Coaching Questions

Below are some questions you can use to help facilitate deeper discussions with your child:

- Can you say why?
- Can you say more?
- How do you mean?
- Can you give me an example?
- Why is that important?
- How could you disagree with yourself?

**Do too many
children’s
stories have
happy endings?**

**What would life be
like for someone
who was afraid of
nothing?**

**Why do people
sing songs
when there is
no audience?**

**What would
you like to be
an expert in?**



BEYOND THE ORCHARD



SPORT



PE

Games for Understanding

The children will have the opportunity to explore a different sport/activity. They will develop ball skills for different sports and explore principles of attack and defence. They will develop their tactical awareness and game play.

GAMES

Netball

- Practise hand eye coordination skills through catching and throwing with soft and hard balls
- Introduction to roles of attacking and defending Understand how to shoot in a simplified game
- To be able to play small sided games
- To be able to move and pass to another team mate

FOOTBALL

- To practise ball mastery skills, including dribbling, kicking, stopping and shooting
- To be able to show this in small sided games
- Introduction to attacking and defending in football
- Practise shooting
- Play a small sided game
- Understand basic rules



BEYOND THE ORCHARD

Computing

The children will start the academic year looking at some theory including what computers are and how they are connected using networks. They will start to use algorithms to develop computational thinking.



Music & Performance

Drama

Form 2 will begin to explore the creative principles of drama through teamwork and independent exploration. We will focus on our vocality in delivering short poems, paying particular attention to our diction, projection and pace, resulting in a clearer speaking voice and higher-quality oracy skills.



Music

This term focuses on exploring pulse and creating composition in small groups. The children will perform steady beat patterns and focus on rests and have the opportunity to create their own score and perform it.

Art

This term, the children will review primary and secondary colours, as well as warm and cool colours. They will explore the works of Kandinsky and Delaunay and create their own pieces inspired by these artist. They will also explore the works of Matisse and make their own collages with organic shapes.



French

The children will listen to and recognise familiar vocabulary and learn new words and phrases around the topics below:

- Greetings
- Family
- Places in town



Knowledge Organisers

What is a Knowledge Organiser?

A knowledge organiser shows the key factual knowledge that we want our children to use and remember to have basic knowledge and understanding of a topic. These are a one page overview of each topic taught over a half term and can include:

- Key vocabulary and technical terms
- Images such as maps, diagrams or photographs
- A timeline
- Famous quotations
- Essential knowledge laid out in easily digestible chunks

The Benefits of Knowledge Organisers

- They help children learn and retain the knowledge of the curriculum.
- They give children the 'bigger picture' of a topic, subject area or concept.
- It provides opportunities for regular retrieval which aids long term retention
- They make the knowledge explicit.

How You Can Use Knowledge Organisers to Help Your Children with Their Learning.

- Using them as a springboard for discussion - Talk to your child about what's on the knowledge organisers.
- Quizzing - Crucially, all information on a knowledge organiser is quizzable. Fun, low stakes quizzes of the information will help children learn and remember the knowledge.
- Displaying them somewhere at home will enable your child to become more familiar with the knowledge.

Knowledge Organiser



KEY VOCABULARY	
map	
globe	
navigate	
location	
direction	
ordnance survey	
symbols	
scale	
equator	

a 2-D picture that shows **where places are located**

a 3-D representation of the world

to **travel along a route**, finding a way through

the place **where something is**

the **way something is moving or facing**

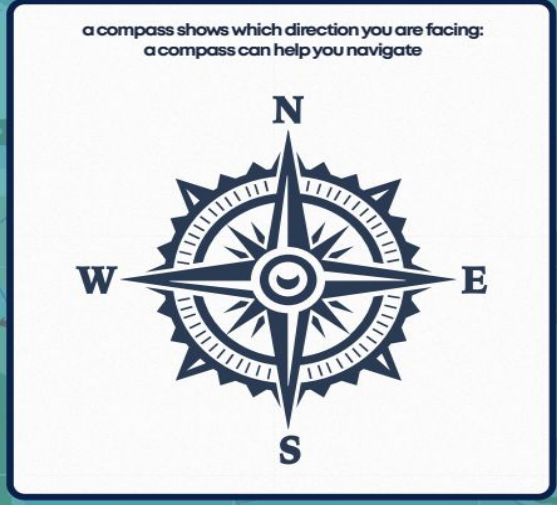
an **organisation that produces maps** in the UK

small pictures that are used on maps to **represent features of a place**

the **size of a map compared to the actual size of the area** it is showing: maps are much smaller than the real places they show

an imaginary line around the Earth that **divides the Northern Hemisphere from the Southern Hemisphere**

the world



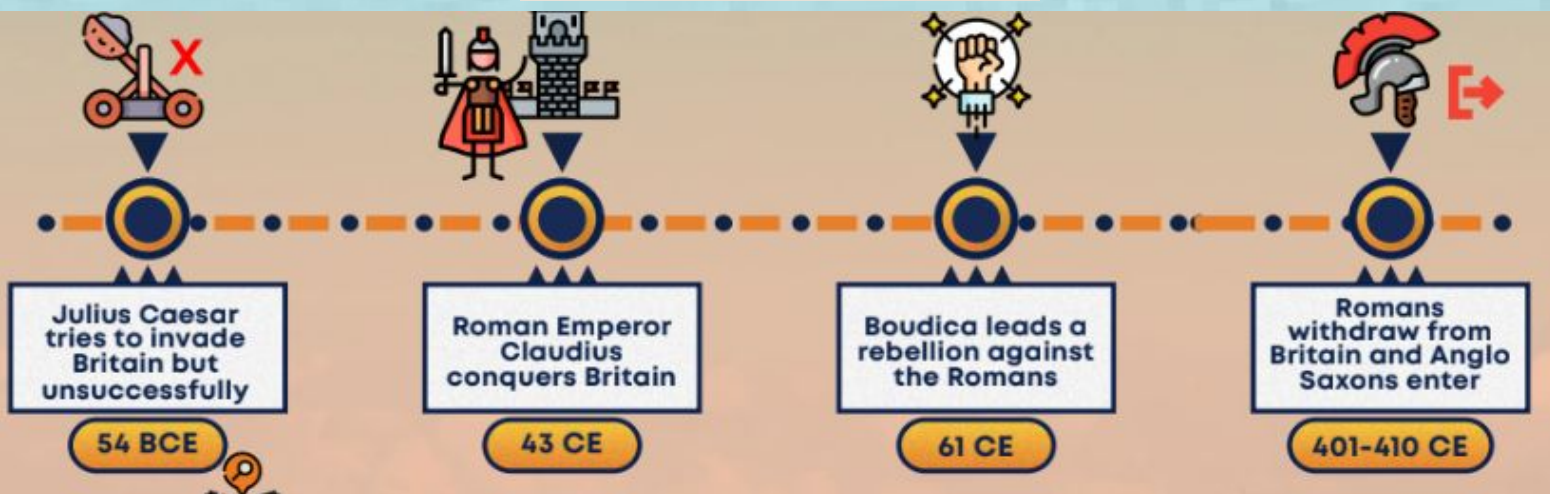
maps are 2-D, they can show a small or large area



globes are 3D models of the Earth

Knowledge Organiser

Romans in Britain



Julius Caesar
tried to invade Britain but was unsuccessful

Emperor Claudius
successfully invaded Britain and made it part of the Roman Empire

Boudica
led a rebellion against the Romans

KEY VOCABULARY	
empire	a group of states or countries ruled over by a single person or ruling power
legion	a large group of soldiers who form one section of an army
cavalry	soldiers who fought on horseback
invasion	the entering or taking over of a place, by force
rebellion	when a group of people are angry about something, usually something done by the people in power, and rise up and fight them
emperor	a person who rules an empire
defeat	to lose against someone in a fight, war, or competition
aqueduct	bridge-like system built to move water from one location to another
centurion	soldier in the Roman army responsible for the command of one hundred men

The Human Body

Pre-cooked Food



Processed Food



Fresh Food



Frozen Food



Tinned Food



Each serving (150g) contains

Energy 1046kJ 250kcal	Fat 3.0g LOW	Saturates 1.3g LOW	Sugars 34g HIGH	Salt 0.9g MED
13%	4%	7%	38%	15%

Food Pyramid



- Fats and Oils
- Meat and Fish
- Milk, Cheese and Dairy
- Fruit and Vegetables
- Bread and Cereal

Daily Needs of a Human

a place to live food water air sleep

hygiene



exercise

Living Things and their Environments

Food Chain

The grass is eaten by the rabbit.



The rabbit is eaten by the fox.



Microhabitats



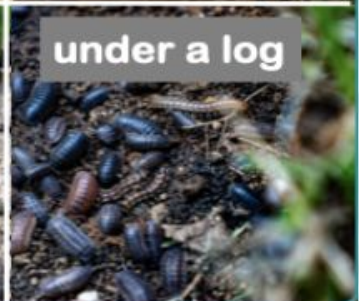
in a flower



in a log



under a leaf



under a log

Dead or Alive

living



All living things breathe, eat, grow, move, reproduce and have senses.

dead



Something that was once a living thing.

non-living



Something that has never been alive.

Habitats



woodland



farmland



pond



coastal



desert



mountain

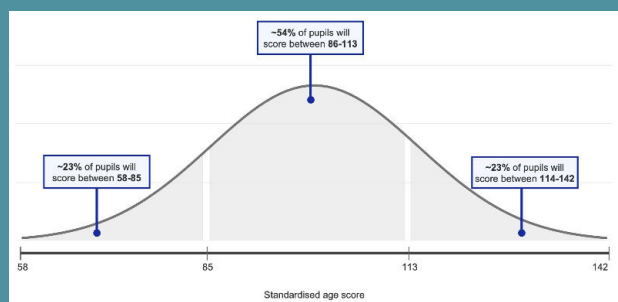
Assessments

Autumn Term

Understanding Standardised Scores

Pupil performance in assessments is measured using a standardised age score (SAS). Standardised age scores can range from 58 at the lowest end, to 142 at the highest end. The average standardised age score is 100. Please note that a child's score is an indication of their ability on any one occasion, as performance can be affected by a number of factors and should be considered together with other indicators of ability. The graph below shows a normal distribution of standardised age scores. Standardised age scores allow for a fair comparison of results, as they take into account:

- The number of questions answered correctly
- The difficulty of the questions answered
- The pupil's age at the time of assessment
- The pupil's performance compared to a national sample



Assessments taken by Form 2 children at Orchard House School in the Autumn Term

NGRT (New Group Reading Test)

This is a standardised, adaptive, termly assessment to measure reading and comprehension skills against the national average. It is used to identify where intervention may be needed and to monitor progress made. This test will be taken termly in paper form during the 3rd-4th week of term during English lessons.

NGST (New Group Spelling Test)

The New Group Spelling Test (NGST) is an adaptive, digital assessment which allows termly monitoring of spelling skills, benchmarked against the national average. Questions are delivered via audio and the assessment is adaptive – meaning that questions change based on pupil's responses, so more able pupils can be challenged while weaker pupils are kept engaged. This test will be taken termly in its digital form during the 3rd-4th week of term during English lessons.

New PUMA (Progress in Understanding Mathematics Assessment)

This is a standardised, paper based termly mathematics assessment. It is used to track progress over a year and enables teachers to identify gaps in learning at strand level and therefore inform future teaching. It is taken in the 6th - 7th week of term during Maths lessons.