**Year 2 Topics**

**Explorers and Inventors**

**Somewhere out there: China**

**The wild outdoors**

|  |  |
| --- | --- |
| Somewhere Out There: China | |
| Numeracy:  -Count in steps of 2,3 and 5 from 0 and in 10’s from any number, forward and backward  -Recognise the place value of each digit in a 2-digit number (tens, ones)  -Partition 2-digit and 3-digit numbers into HTU  -Identify, represent and estimate numbers using different representations, including the number line  -Compare and order numbers from 0 up to 100 (using <, > and = signs)  - Read and write numbers from 0-100 in numerals and words  -Use place value and number facts to solve problems  -Use and understand the terms a*dd and subtract*  -Add and subtract numbers using concrete objects, pictorial representations and mentally  -Apply knowledge of doubling and halving  -Recognise and use the inverse relationship between addition and  subtraction to solve missing number problems    Literacy:  All children to continue to work towards completing the Read Write Inc programme.    During some afternoon sessions we will be reading the book ‘The Magic Paintbrush’ By Julia Donaldson. Our lessons will be based around the book and objectives will be taught through the text.    **Reading:**  - Read a variety of texts, including non-fiction and be able to answer reading comprehension questions based on the text.  -Re-read books containing taught phonics to build up fluency and  confidence in word reading.  -Develop pleasure in reading, motivation to read, vocabulary and understanding.  **Story Writing:**  - Plan and say out loud what they are going to write about  -Leave space between words to reflect the size of the letters  -Form lower case letters of the correct size in relation to one another  -Write capital letters of the correct size in relation to lower case letters  -Include interesting descriptions of characters and settings  -Use adjectives to describe  -Use capital letters and full stops in the appropriate places in a longer piece of writing    Science:  The children will be learning about the environment. They will undertake a range of activities that challenge them to engage with environmental issues and to understand the simple changes we can make to live more sustainable lives.   - Measure the melting of ice in a comparative test  -Sort materials into groups for recycling.  -Discuss and learn about items that need energy to make them work  -Learn about why water is so important for humans and other life on earth.  -Discuss, learn and ask questions about endangered animals  Animals including Humans  -Investigate the lifecycles of plants and humans  -Recognise the different stages of their development  -To make informed decisions to help maintain health and wellbeing  -Investigate a range of foods and discuss how they contribute to a healthy diet  -To become aware of the role physical activity plays in keeping healthy and to understand that sleep and rest is needed  -To become aware of how cleanliness, hygiene and safety can affect health and wellbeing  ICT:  Use a range of applications and devices in order to communicate ideas, work and messages.  P.E.:  -Team games taught by multiflex  French:  Greetings and colours | History:  -Learn about Chinese new year and understand the symbolism of the dragon  -Recognise and write Chinese numbers  -Understand what life is like for people living in China (weather, climate, culture, currency, school, farming)  -To investigate and interpret the past by asking questions such as: what was it like for people? What happened? How long ago?  -Use artefacts, pictures, stories, online sources and databases to find out about the past.  Geography:  -Recognise the 7 continents of the world  -Name some major cities in China and make comparisons to cities in England    R.E.:  -An introduction to the bible  -Harvest  -The Christmas story  -Advent  PSHCE:  KIVA and Go Givers  -Celebrating differences  -Being a good friend  -Bullying: I won’t be made to feel bad  Music:  -Rhythms and beats  -To preform  -Take part in singing, accurately following the melody  -Follow instructions on how and when to sing or play an instrument  - Make and control long and short sounds, using voice and instrument.  -Imitate changes in pitch  •  Art:  -sculpture (clay dragon eyes)  -collage (manipulate dragon drawings)  -Drawing (dragon drawings)  -To develop their own ideas by exploring different methods and materials  To use, sort and cut a range of materials that are cut, torn and glued  -Use a combination of shape  -Include lines and texture  -Use techniques such as rolling, cutting, moulding and carving  -Drawing: Draw lines of different sizes and thickness  -Colour (own work) neatly following the lion  -Show pattern and texture by adding dots and lines  -Show different tones by using coloured pencil  DT:  -Materials: cut material safety using tools provided |
| Explorers and Inventors | |
| Numeracy:  -Learn Times Tables  - Use and understand the terms *multiply, divide, add, subtract*  *- Recognise odd and even numbers*  -Use multiplication facts to divide  - Divide by sharing  -Apply knowledge of doubling and halving  -Show that the multiplication of two numbers can be done in any order and the division of one number by another cannot  - Tackle reasoning and problem solving challenges  -Use tables and bar charts to solve problems  - Recognise, find, name and write fractions  - Write simple fractions of amounts  - Begin to recognise the equivalence of 2/4 and 1/2   -Interpret and construct simple pictograms, tally charts, block diagrams and simple tables  -Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity  -Ask and answer questions about totally and comparing categorical data  Literacy:  Each morning some of the children will be spilt into groups and will continue to work towards completing the Read Write Inc programme.    In Literacy, we will be reading the book ‘Man On the Moon’ By Simon Bartram. Our lessons will be based on the book and objectives will be taught through the text.  **Reading:**  *-* Read a variety of texts, including non-fiction and be able to answer reading comprehension questions based on the text  -Discuss their favourite words and phrases within a text  - Explain and discuss their understanding of a variety of different texts    Setting Descriptions:  -Use capital letters for proper nouns  -Add suffixes to spell longer words  -Use apostrophes to show singular possession  -Join words and clauses using subordination e.g. when, if, because, that, so  -Use expanded noun phrases for description  *-Begin to understand simple Homophones (there, their, see, sea etc)*   Letter Writing:  - Structure correctly   Innovate their own text  - Include interesting descriptions of characters and settings  - Use capital letters and full stops in the appropriate places in a longer piece of writing  - Write for different purposes  -Add detail to interest the reader   Exploring Poetry-Explore a variety of different poems and look at how they are structured-Read aloud with intonation and make any necessary corrections   Science:  -Scientists and Inventors  -Discuss whether doctors are scientists  -Describe when and why we should wash our hands, looking at how germs spread  -Identify Charles Mackintosh’s famous invention   -The uses of everyday materials  -Uses of everyday materials  -choose appropriate materials to solve practical challenges  -To explore and sort a range of different  materials  -Contribute to investigations into familiar changes in substances to produce other substances and discuss how their characteristics have changed  ICT:  -To give and follow an algorithm to turn right or left  - To Understand what an algorithm is  - To begin to Write simple algorithms  - To begin to test and debug simple algorithms  - To give and follow an algorithm to turn right 90 and left 90  - To give and follow an algorithm to complete a half and quarter turn  - E-communication (e-safety and research) Mobile devices e-Waste  -Programming turtle logo and scratch  P.E.:  Team games taught by multiflex  French:  Greetings and numbers | History: Understand about changes within living memory; learn about the lives of significant individuals in the past who have contributed to national and international achievements.- Discuss different reasons why someone is important and significant **-** Learn about Christopher Columbus and Neil Armstrong  Geography: - Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.  - Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).  R.E.:  -Nature and God  -Learn about the Christian creation story  -Explain why the creation story is important to Christians  -Explain why Sukkot is important to Jews (Judaism)  -Explain the message in the story ‘Prince Siddhartha and the Swan’(Buddhism)  -Listen to and learn about the story ‘The Boy who threw stones at trees’ (Islam)  PSHCE:  -Resilience and bouncing back  Music:  Clap rhythms.  -Create a mixture of different sounds (long and short, loud and quiet, high and low). -Choose sounds to create an effect   Art:  -Study a well know artist  -Describe the work of notable artists, artisans and designers -Use some of the ideas of artists studied to create pieces  DT:  -Design products that have a clear purpose and an intended user.  -Make products, refining the design as work progresses. |
| The Wild Outdoors | |
| Numeracy:  Recognise, find, name and write fractions  - Write simple fractions of amounts  - Begin to recognise the equivalence of 2/4 and 1/2  - Choose and use appropriate units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature; capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels  -Compare and order length, mass, volume/capacity and record using >, < and =  -recognise and use symbols for pounds (£) and pence(p); combine amounts to make a particular value  -Solve problems using money, including finding change  -Compare and sequence intervals of time  -Tell and write the time to the nearest 5 minutes, including quarter past and quarter to the hour  -Draw the hands on a clock face to show these times  -Know the number of minutes in an hour and the number of hours in a day  -Identify and describe the properties of 2D shapes, including the number of sides and vertical lines of symmetry  -identify and describe the properties of 3D shapes, including the number of edges, vertices and faces  -compare and sort 2D and 3D shapes with everyday objects  -Order and arrange combinations of mathematical objects in patterns and sequences  -Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anti-clockwise)  Literacy:  -Adventure Stories  -Information Texts  -Begin to use paragraphs  -Structured sentences  -Understand how to use sub-headings  -Write concise sentences  -Write descriptive sentences  -Continue to work on adding suffixes correctly  -To continue to write for different purposes  -To continue to join clauses using co-ordination  - To continue to join clauses subordination  -To use the past and present tense correctly  -To begin to use the progressive form  **Reading**  -To listen to, discuss and express views about a wide range of poetry stories and non-fiction at a level beyond which I can read independently  -To continue to favourite words and phrases  - To check that the text makes sense when reading and correct inaccurate reading  Science:  -Living things and their habitats  -To 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 animals and plants and how they depend on each other  -Identify and name a variety of different plants and animals in their habitats, including micro-habitats  -Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain  -Plants  -Observe and describe how seeds and bulbs grow into mature plants  -Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy  ICT:  -E-communication (e-safety and research) Mobile devices e-Waste  -Computer Art  To create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways  -To develop an interest, confidence and enjoyment in using drawing and colour techniques, manually or electronically, to represent ideas in different learning situations  - To create a range of visual information through observing and recording from my experiences across the curriculum  -To respond to the work of artists and designers by discussing my thoughts and feelings  P.E.:  Team games taught by multiflex  French:  Greetings, colours and numbers | History:  -Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time  -Show an understanding of the concept of nation and a nation’s history  Geography:  -Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  - Name and locate the world’s continents and oceans  - 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  -Identify key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather  R.E.:  -Rules and Routine  -School rules and routines  -The Ten Commandments  -Shabbat (Judaism)  -The Five Pillars of Islam  PSHCE:  -The importance of honesty  -Caring for pets  -Fear of failure  Music:  -To compose  -Choose sounds to create an effect  -Sequence sounds to create an overall effect  -Create short, musical patterns.  -Create short, rhythmic phrases.  Art:  -Digital Media (see computing)  -Use a wide range of tools to create different textures, lines, tones, colours and shapes  DT:  Food  -Cut, peel or grate ingredients safely and hygienically.  -Measure or weigh using measuring cups or electronic scales.  -Assemble or cook ingredients |