

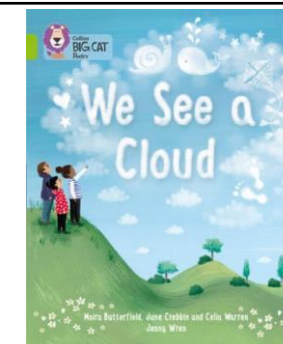
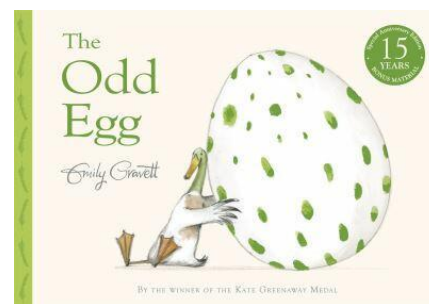
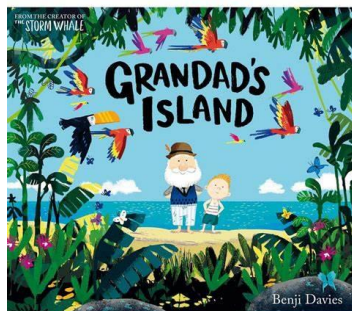


YEAR 2 / SPRING 2

HOW DOES THE SEASONAL AND DAILY WEATHER CHANGE IN DIFFERENT PARTS OF THE WORLD?

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
<p>We know that only our best is good enough and we will be working hard to maximise our progress in all our learning— academic, social and emotional so that we can be the best we can be and make a positive difference to ourselves and others in our community.</p>	<p>We will be developing our learning skills to develop our readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners we can be so that we are prepared for the challenges we will face.</p> <p>We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.</p>	<p>We will explore what is possible to be achieved when we identify goals based on consideration of people as unique individuals, with their own passions and ideas.</p> <p>We will be challenging ourselves, extending our boundaries and developing our independence.</p>	<p>We will be learning how to appreciate and respect our differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.</p>

KEY TEXTS





ACADEMIC EXCELLENCE	<p>Knowing our next steps on how to improve our work Complete feedback to a high standard Review progress against own targets Know that our best work is good enough Knowing that failure is 'OK' and a stepping stone to success Set own targets and work towards these</p>
POSSIBILITIES AND RISKS	<p>Challenging learning opportunities for children to be outside comfort zone Increase responsibilities for year 2 children – independently completing homework and handing in homework and letters, Independent reading</p> <p>Change Year 2 'Jobs' – classroom helpers, iPad and netbook monitors Read aloud a poem, from memory to peers</p>

LEARNING TO LEARN	<p>Review and develop understanding of 5Rs with particular focus on being responsible in Spring 2 Thinks about their work Uses what they have learnt before to help them Learns from their mistakes Looks for ways to improve their work</p> <p>Continue to work towards Learning to Learn Awards</p>
SOCIAL INTELLIGENCE	<p>Assemblies – linked to school aims Taking part in after school clubs Adapting behaviours according to environments and audiences – home, school, school visits No Outsiders – 'An Inclusive Community Inspiring Life Long Learning', all different, all welcome with particular focus on understanding 'how we share the world' and 'what makes someone feel proud'. Keeping mentally healthy – What to do if we have a worry</p>



ENGLISH	READING	<p>Check the text makes sense and correct any inaccurate reading. Continue to apply phonic knowledge and skills as the route to decode Read accurately by blending sounds in words and recognising alternative sounds for graphemes Read accurately words of 2 or more syllables Expressing views about text at a level beyond that at which they can read Ask and answer questions, make predictions, begin to make inferences Checking the text makes sense. Discuss and express views about fiction, non-fiction & poetry</p>	MATHS	<p>Word problems</p> <ul style="list-style-type: none"> Pupils will be looking at using addition and subtraction to help them solve word problems. Initially, pupils will be looking at when addition and subtraction are most appropriate, teaching them decision making. The bar model method emphasis in this chapter focuses on modelling two different amounts by recognising what is the same about the two amounts (two equal bars) plus the difference (the greater amount). This is important for later constructions involving more complex problems.
	WRITING	<p>Continue to use familiar and start to use new punctuation including capital letters, full stops, question and exclamation marks, commas in a list and apostrophes. Use subordination (When, if, that, because) and co-ordination (and, or, but) Form lower case letters of the correct size relative to one another Develop stamina for writing/verbs, nouns, adjectives and adverbs Planning – Say or record in writing or pictorially ideas for writing Make simple additions, revisions and corrections to own writing Sentences with different forms/present and past tense Edit and improve writing after proof reading</p>		<p>Money</p> <ul style="list-style-type: none"> Pupils will be reviewing concepts on writing and counting money in addition to extending their knowledge of how to represent money using £ and p. They will be reinforcing previous counting methods using fives and tens to count quickly and efficiently. They will be required to show equal amounts of money and how to exchange money. By the end of the unit, they will be using bar modelling to calculate the total amount of money spent and then working out how much change is required from amounts below £100.
	SPELLING / PHONICS	<p>Segmenting spoken words into phonemes representing these by graphemes, spelling many correctly Learning new ways of spelling phonemes Learning to spell common exception words Learning common suffixes and prefixes Use of apostrophes for possession and omission</p>		
	SPOKEN LANGUAGE	<p>Read aloud with attention to punctuation and intonation Articulate & Justify answers Initiate & respond to comments Use spoken language to develop understanding Orally rehearse sentence by sentence what to write</p>		



SCIENCE	<p><u>Working Scientifically</u> Using observations and gathering evidence to suggest answers to questions. Asking simple questions and recognising that they can be answered in different Observe closely using simple equipment Perform simple test Record and communicate findings Identify and classify Gather and record data to help answer questions Use observations to suggest answers to questions</p> <p><u>Subject Knowledge – Materials – Shaping Up</u> Discover different ways of changing the shapes of objects made from different materials. Identify materials that can be changed by the actions of squashing, bending, twisting and stretching, and link these actions with the properties of the materials that allow them to be changed. Discover that some materials have different properties according to how they are shaped and what they are made into, and choose materials for uses according to their properties.</p>
HISTORY	<p>Geography Focus</p>

COMPUTING	<p><u>Questioning</u></p> <ul style="list-style-type: none"> • To learn about data handling tools that can give more information than pictograms. • To use yes/no questions to separate information. • To construct a binary tree to identify items. • To use 2Question (a binary tree database) to answer questions. • To use a database to answer more complex search questions. • To use the Search tool to find information.
GEOGRAPHY	<ul style="list-style-type: none"> • Know hat climate tells us the general temperature and rainfall for a large area and weather is localised to an area. • Understand that climate is long term (linked to seasons) and weather is short term. • Identify and use some of the symbols used to record weather. • Know that seasons are longer term and have typical patterns for temperatures and rainfall. • Understand that weather will influence the types of plants and animals that live in the area. • Know that weather will influence human behaviour such as the types of houses, what we wear • Understand that man-made pollution is changing the climate. • Know that climate change will affect weather and change animals and plants in the environment. • Record weather data.



MFL	N/A	PHYSICAL EDUCATION	<p>Ball skills Learn how to hit a ball with increasing control Know how to position the body to strike a ball Develop hand/eye coordination to contact the ball successfully Begin to strike the ball to target areas with some accuracy .</p> <p>Dance Learn to perform and improve their basic actions linking two together Understand simple technical dance vocabulary Learn how to perform and repeat a short motif from various cultures and traditions Respond with mood and feelings within a dance phrase Improve their response to different rhythms/beats</p>
DESIGN TECHNOLOGY	<p>Technical Knowledge Food Technology</p> <ul style="list-style-type: none"> Understand where food comes from Food products should be combined according to sensory products Know the bridge grip and claw grip Know the 5 main parts of the eat well plate - fruit/vegetable carbohydrates, fats and proteins Know that a healthy diet contains some of each of the eat well plate <p>Skills</p> <p>Design</p> <ul style="list-style-type: none"> Design something for a purpose and user Generate own designs and communicate Use ideas found in own design <p>Make</p> <ul style="list-style-type: none"> Cut, peel, chop, slice and grate Measure using centilitres and litres Mix, stir and whisk Work safely and hygienically <p>Evaluate</p> <ul style="list-style-type: none"> Explain if their user likes or do not like their finished item and why Consider appearance, taste and aroma Suggest how they can improve their product 	ART AND DESIGN	
MUSIC	<p>Recognise well-defined changes in metre and dynamics. Perform simple patterns and accompaniments keeping a steady pulse. Start to represent musical sounds through the use of symbols such as time signatures and accent markings.</p>	RELIGIOUS EDUCATION	<p>CHRISTIANITY Why does Easter matter to Christians?</p> <ul style="list-style-type: none"> To tell stories of Easter Week and Easter and make a link with the idea of Salvation.
PSHE	<p>Importance of rules for safety and listening to people we trust Keeping Safe – Hazardous Substances Staying safe around household substances Families and Care - What makes a family?</p>	ENRICHMENT	<p>World Book Day – Celebrate reading Red Nose Day – opportunity to reflect on UL and global poverty Class Drama – Act out a range of emotions in a safe and secure environment Science Week PFC Multisport</p>