

Topic**Geography Focus – Explorers- comparing Islands.**

OVERVIEW: This term the children will be using the context of Geography and the theme of the United Kingdom and New Zealand to practise and acquire new skills across the curriculum.

The children will develop their understanding of another place in the world in which they live. As well as learning about New Zealand and comparing it with England and other countries, children will also be encouraged to develop this knowledge further by considering different habitats in the world and what animals live in these.

Animals will link a lot of our subjects this year as we have a visit from 'The Animal Man' and write newspaper articles in Literacy about animals that have escaped the zoo. In art we will make animal puppets and our charity focus for this year is WWF and we will consider the work they do through our PHSE lessons.

In Spring 2 children will continue to develop their understanding of British Values through their history topic that will look at Queen Elizabeth the second. Whilst studying the Queen the children will consider the changes that have happened in London within living memory. Children will have the opportunity to create their own sources to help future generations understand what life was like in London during their childhood.

In science the children will develop their problem solving and investigation skills as they use their knowledge of plants to help John, the site manager, design a garden for Wood End Park. To consolidate their learning, during the week of the 7th March, Year 2 will visit Iver Environment centre and have the opportunity to participate in a range of fun hands on activities that link to their science topic.

Maths links

Literacy links

British Values

ICT link

Daily maths:

- Soft start - number facts/ addition and subtraction/ times tables
- Pie charts/ bar graphs - comparing boys and girls across class
- Dates/time/months etc - times displayed on daily timetable - 24hr. Key questions such as how long was lunch etc

Enrichment

| | English | Maths | Science | Geography | Art | Music | ICT | RE and PSHE |
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| Displays <i>Location?</i> | Processes of writing | Jungle Maths- outside booster room | Hallway landing to display animal puppets | Explorers board in classrooms | DT- animal puppets | | E Safety - in classes ICT links under topic boards. | Charity board? |
| Trips / visitors | Zoolab Spring 1 Iver centre Spring 2 | | | | | | | |
| Safety | E-safety- ongoing | | | | | | | |
| Whole school focus | Art EXHIBITION Let's get balanced week | | | | | | | |
| Opening Minds | Diversity-I can understand how people in my community celebrate- RE link | | | | | | | |

Core subjectsHandwriting Expectations- promoted across the curriculum

2.1.d.2 Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

2.1.d.1 Form lower-case letters of the correct size relative to one another

Interim statements

- using the diagonal and horizontal strokes needed to join letters in some of their writing
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- using spacing between words that reflects the size of the letters.

Spring 1

| | <u>Writing</u> | <u>Grammar</u> | <u>Spelling</u> | <u>Science</u> FK | <u>Computing - KD</u> |
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| Week 1 | <p>Stories from familiar authors</p> <p>Context: The Gorilla- Anthony Browne</p> <p>2.2.c.3 Make simple additions, revisions and corrections to their own writing by: proof-reading to check for errors in spelling, grammar and punctuation</p> | <p>LO: I can recognise subordinating conjunctions.</p> | <p>Revise common spellings of /oa/ goat, coat, road; snow, grow, show; no, go, so; toe, goes; cone, home</p> | <p>LO: I can compare living things.</p> | <p>I can use the internet to research information to inform a PowerPoint presentation.</p> |
| Week 2 | <p>2.3.a.1 Learn how to use: expanded noun phrases to describe and specify: e.g. <i>the blue butterfly</i></p> | <p>LO: I can use past tense verbs correctly</p> | <p>Revise common spellings of /ue/ & /oo/ ue: Tuesday, due; cube, tune; stew, new oo: glue, blue; flute, rule; flew, blew</p> | <p>LO: I can say what it is to be a living thing (MRS GREN)</p> | <p>I can begin creating a PowerPoint presentation using the research I collected.</p> |

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| Week 3 | <p>Newspapers</p> <p>Context: Animal escaped from the zoo</p> <p>2.2.a.1 Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional)</p> | <p>LO: I can write commands.</p> | <p>Revise common spellings of /or/</p> <p>or; aw; au; ore</p> <p>fork, form; draw, paw; saucer, August; more, core</p> | <p>Lo: I can identify habitats.</p> <p>Graphs of different animals in different habitats.</p> | <p>I can incorporate advanced tools into my PowerPoint.</p> |
| Week 4 | <p>2.2.a.2 Develop positive attitudes towards and stamina for writing by: writing about real events</p> <p>ICT link- newspaper template</p> | <p>LO: I can use a variety of co ordinations.</p> | <p>Revise common spellings of /ar/</p> <p><i>after, fast, last, past, father, class, grass, pass, plant, path, bath</i></p> <p>shark, car, start</p> <p>are</p> | <p>LO: I can talk about different habitats.</p> | <p>I can finish my PowerPoint presentation.</p> |
| Week 5 | <p>Informal letters</p> <p>Context: letter to a child in another year group. E.g. Year 1</p> <p>2.2.a.2 Develop positive attitudes towards and stamina for writing by: writing about real events</p> | <p>LO: I can write statements.</p> | <p>Revise common spellings of /ee/</p> <p>bee, tree, green; seal, beach, sea; field, chief, thief; baby, lady; happy centipede, these; complete</p> | <p>LO: I can say why an animal lives in a habitat.</p> | <p>I present my PowerPoint presentation.</p> |

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| Week 6 | <p>2.3.b.3 Learn how to use: the present and past tenses correctly and consistently including the progressive form</p> <p><u>Interim 2017</u></p> <p>spelling many common exception words* • spelling some words with contracted forms*</p> | Revision | Revise common spellings of /er/ surf, turn, curl; fern, hammer, her; bird, shirt, skirt | LO: I can understand food chains. ICT Link | Safer internet week | |
| <u>Foundation Subjects</u> | | | | | | |
| | <p><u>Art/DT</u> <u>Animal puppets</u> DT week AS</p> | <p>Explorers - New Zealand, seas, directions.</p> <p>AT</p> | <p>Outdoor</p> <p>EA</p> | <p>RE - FK Understanding Different Faiths and Beliefs Religious celebrations and rites of passage</p> | <p>Keeping Green (Link to WWF - Animal Environment)</p> <p>EA</p> | <p><u>Music - Planned by music teacher</u></p> |
| 1 | LO: I can recognise the different parts of puppets. | I can locate places on the map. | LO: I can catch a ball | LO: I can understand the meaning of the word celebration. | LO: I can investigate my charity. | |
| 2 | LO: I can design and label a puppet. | LO:I can understand the links between the UK and NZ Mutual respect Democracy | LO: I can throw a beanbag | LO: I can understand how different milestones are celebrated. | LO: I can present information about my charity. | |

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| 3 | LO:I can practice sewing techniques Math link- sewing different patterns | I can understand how and why the weather is different. Graphs and collecting data | LO: I can throw and catch with increasing control Count how many throws/catches? What was your highest result? What do you think was your average result? | LO: I can understand a Christian confirmation. | LO: I can explore ways of raising money. | |
| 4 | LO: I can construct my puppet | LO: I can describe the human and physical features of the UK and NZ. | LO: To show increased control in sending, receiving and traveling with a ball straight linesvertical horizontal can you make shapes in your journey? | LO: I can recall key information about a Bar Mitzvah/Bat Mitzah. | LO: I can reflect on what I have learnt this half term. | |
| 5 | DT week | | | | | |
| 6 | LO: I can evaluate my puppet Two stars and a wish Mutual respect | LO: I can understand that life is different in the UK and NZ Writing diary entries including facts they have learnt throughout. | LO: I can show improved hand eye coordination with a partner when throwing and catching a beanbag | | | |

Spring 2

Handwriting Expectations- promoted across the curriculum
 2.1.d.2 Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
 2.1.d.1 Form lower-case letters of the correct size relative to one another
Interim statements
 . using the diagonal and horizontal strokes needed to join letters in some of their writing
 • writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
 • using spacing between words that reflects the size of the letters.

| | <u>Writing</u> | <u>Grammar</u> | <u>Spelling</u> | <u>Science</u> EA | <u>Computing - KD</u> |
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| Week 1 | Non chronological report- Pirates FK 2.2.a.1 Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) | LO: I can use commas to separate items in a list. | The /er/ sound spelt 'or' after 'w' Rule: the /er/ sound is often spelt 'or' after 'w'. There are not many of these words and the word 'were' does not follow this rule | LO: I know what plants need to grow | I understand what a simulation is. |

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| <p>Week 2</p> | <p>Non chronological report- Pirates</p> <p style="text-align: center;">FK</p> <p>2.2.b.3 Consider what they are going to write before beginning by: writing down ideas and/or key words, including new vocabulary</p> | <p>LO: I can use apostrophes in contractions.</p> | <p>The 'ti' represents the /sh/ sound; the ending sounds like /shun/. (S)</p> | <p>I can identify the lifecycle of a plant.</p> | <p>I can use an option-led simulation.</p> |
| <p>Week 3</p> | <p>Recount writing based on the trip to Iver Environment centre.</p> <p>2.2.a.1 Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional)</p> | <p>Past tense- correct and consistent use.</p> | <p>New spelling patterns /u/ (short)</p> <p>Guidance: The short /u/ sound spelt 'o'. The spelling is due to Norman scribes who thought the 'u' looked too similar to the letters 'v', 'th', 'n' and 'm' and so changed it to letter 'o'</p> | <p>I can ask scientific questions to generate a scientific investigation.</p> | <p>I understand that simulations can have a range of purposes.</p> |

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| <p>Week 4</p> | <p>Adventure stories</p> <p>2.2.a.1 Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional)</p> <p>2.2.b.3 Consider what they are going to write before beginning by: writing down ideas and/or key words, including new vocabulary</p> | <p>Test style revision</p> | <p>New spelling patterns /j/</p> <p>Rule: the letter 'j' is never used for the /j/ sound at the end of English words. At the end of a word, the /j/ sound is spelt '-dge' straight after a short vowel letter. (A1)</p> | <p>I can plan a scientific experiment to answer a question.</p> | <p>I can think of ideas for real-life simulations and imaginary simulations</p> |
| <p>Week 5</p> | <p>Adventure stories</p> <p>2.2.c.2 Make simple additions, revisions and corrections to their own writing by: re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>2.3.b.1 Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but</p> | <p>Test style revision</p> | <p>After all other sounds, whether vowels or consonants, the /j/ sound is spelt as '-ge' at the end of a word. (A2)</p> | <p>I can suggest what might happen.</p> | <p>I can evaluate a simulation.</p> |

| Foundation Subjects | | | | | | |
|---------------------|---|---|---|--|--|---|
| | Art Observational Drawing Flowers and Nature AT | History of London - London through Monarchs Queen Elizabeth AS | Dance/Outdoor FK | Christian holidays - Easter AS | Let's Get Balance Week (Healthy Heroes) AT | Music - Planned by music teacher |
| 1 | L.O. I can explore Ideas | LO: I can understand the role of a monarch. Rule of law | I can copy and repeat actions. | LO: I can understand the importance of religious leaders | LO: I know how to lead a stress-free life. | |
| 2 | L.O. I can investigate and use a range of sketching techniques. | LO: I know that things change | I can choose different ways to travel. | LO: I can emphasise with religious beliefs (Lent). Mutual respect Tolerate those with different beliefs | LO: I know the health benefits of having the right amount of sleep. Maths- intervals of time | |
| 3 | L.O. I can use drawing to develop ideas Maths link- drawing to scale/ enlarging | LO: I can put events in chronological order. Maths link- dates and ordering | I can jump with control. | LO: I can retell part of the Easter story and understand sacrifice. Literacy - retelling stories. | LO: I can use gentle exercise to keep calm. | |
| 4 | L.O. I can comment on the similarities and differences between my work and others' Mutual respect | LO 4: I can create and use sources. | Week 4: I can create movement patterns. Maths link- counting beats and sequencing | LO: I can focus on a part of a religious story and understand what it symbolises (new life and hope). | LO: I can adapt food to make it more healthy | |
| 5 | LO: I can evaluate my puppet Two stars and a wish Mutual respect | LO: I can write a letter to the Queen. Individual liberty Writing letters | I can suggest improvements. Mutual respect | | LO: I can make small changes to my lifestyle to benefit others. | |

