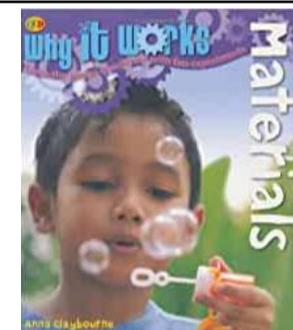
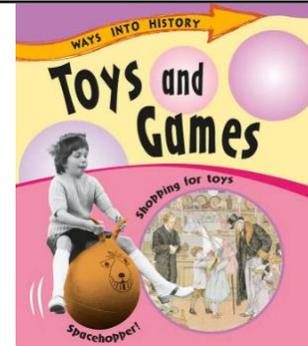
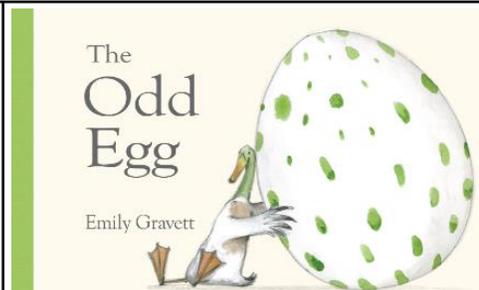
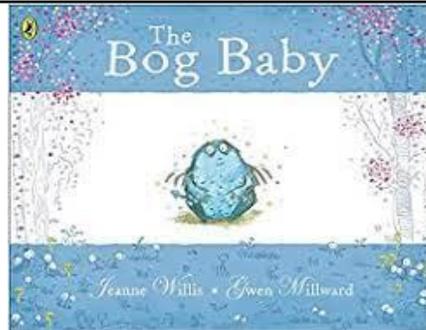




YEAR 2 / SPRING 1
 Events Beyond Living Memory
 Me and my village: A History of Alderley Edge.

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</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, 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 Resourcefulness in Spring 1 . Continue to work towards Learning to Learn Awards</p>
SOCIAL INTELLIGENCE	<p>Assemblies – linked to school aims 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 that sometimes things go wrong and no what to do when things do. We will also be learning about how to find a solution.</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 Check the text makes sense. Discuss and clarify the meaning of new words, linking their meaning to new vocabulary Discuss the sequence of events in a book and how they are related</p>	MATHS	<p>Multiplication and division of 2, 5 and 10 Solve word problems Length in Meters and Centimetres measuring and comparing lengths Mass in Kilograms and Grams – measuring and comparing mass Temperature – Reading and estimating temperatures Graphs – Reading picture graphs</p>
	WRITING	<p>Write from memory dictated sentences, include CEW and punctuation Form lower case letters of the correct size relative to one another Use correct spacing between words Planning – Say or record in writing or pictorially ideas for writing Make simple additions, revisions and corrections to own writing Continue to use expanded noun phrases using conjunctions (when, if, that, because, and, but, or) Identify and use sentences with different forms Use present and past tense mostly correctly and consistently Edit and improve writing after proof reading</p>		
	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 - ly 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</u> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard, for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	COMPUTING	<p><u>Spreadsheets</u> To use Calculate image, lock, move cell, speak and count tools to make a counting machine. To learn how to copy and paste. To use the totalling tools. To use a spreadsheet for money calculations. To use the equals tool to check calculations. To collect data and produce a graph.</p>
HISTORY	<p><u>Events Beyond Living Memory that are Significant Nationally or Globally – Communicate Historically :Me and my village – A History of Alderley Edge.</u> Use words & phrases such as long time ago, recently, years decades and centuries to show the passing of time Know where people and events they study fit within a chronological framework Know ways the past has been represented. Know some of the similarities and differences between their lives and those of adults around them. We will recognise that people wore different clothes, travelled in different ways, played with different toys, went on different holidays and that school was very different too. We will be able to make distinctions between aspects of our own lives and those of past times. We will be use sources to ask and answer questions about the past. We will identify similarities and differences across periods.</p>	GEOGRAPHY	



DESIGN TECHNOLOGY		PHYSICAL EDUCATION	<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> <p>Ball Skills Continue to improve their skills in throwing underarm and overarm into a space and to a partner Continue to improve their skills when bouncing a ball to themselves and making a bounce pass to a partner Play small sided games, learning to follow simple rules Continue to improve their skills of moving into a space in a game situation</p>
MUSIC	<p>REPETITION and CONTRAST</p> <p>Applied to rhythm, pitch and phrase Identify repeated rhythm patterns within known songs Identify repeated melodic patterns in known songs Using movement create short rhythmic patterns, repeating them and then creating a contrasting pattern.</p> <p>Perform rhythmic and melodic patterns created by other pupils.</p>	ART AND DESIGN	<p>Painting Objectives: Begin to mix secondary colours to further understand use of colour wheel Understand appropriate use of warm and cold colours Blend from warm to cold/light to dark Use accuracy in small brushstrokes</p> <p>Drawing Objectives: Develop blending and smudging techniques Use pastel to experiment with feathering Use pastel to experiment with dotting Use pastel to experiment with hatching</p>
PSHE	<p>My Happy Mind – appreciating Importance of rules for safety and listening to people we trust Keeping Safe – Hazardous Substances Staying safe around household substances</p> <p>Families and Care – Male/ Female Stereotyping What makes a family?</p>	RELIGIOUS EDUCATION	<p>What might people learn from the story of Abraham? To learn about Abraham and the key events in his life. To have an understanding of why Abraham is important to Jews and Christians? To begin to show curiosity and ask and answer questions about Christian and Jewish stories.</p>
		ENRICHMENT	<p>Class Drama – Act out a range of emotions in a safe and secure environment PFC Multisport</p>