

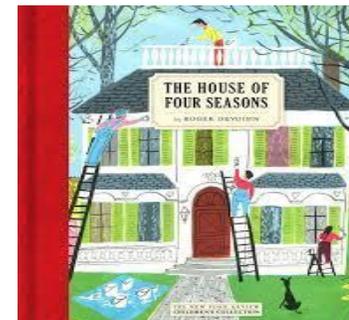
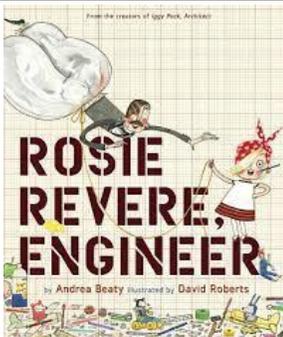


## YEAR 2 / SPRING 2

# 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





<b>ACADEMIC EXCELLENCE</b>	<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>
<b>POSSIBILITIES AND RISKS</b>	<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>

<b>LEARNING TO LEARN</b>	<p>Review and develop understanding of 5Rs with particular focus on <b>Responsible</b> 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>
<b>SOCIAL INTELLIGENCE</b>	<p>Assemblies – linked to school aims                  Taking part in after school clubs                  Adapting behaviours according to environments and audiences – home, school, school visits</p> <p>No Outsiders – 'An Inclusive Community Inspiring Life Long Learning', all different, all welcome with particular focus on understanding '<b>how we share the world</b>' and '<b>what makes someone feel proud</b>'.</p> <p>Keeping mentally healthy – What to do if we have a worry</p>



<b>ENGLISH</b>	<b>READING</b>	<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 &amp; poetry</p>	<b>MATHS</b>	<p>Continue to recall and use addition facts to 20 fluently, and derive and use related facts up to 100.</p> <p>Count in 2s, 5s, &amp; 10s                  Solve word problems                  Mass in Grams                  Accurately read temperature in Celsius                  Measurement Money                  Picture graphs                  Properties of 2D and 3D shapes                  Fractions</p>
	<b>WRITING</b>	<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>		
	<b>SPELLING / PHONICS</b>	<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 – est, -er                  Use of apostrophes for possession and omission</p>		
	<b>SPOKEN LANGUAGE</b>	<p>Read aloud with attention to punctuation and intonation                  Articulate &amp; Justify answers                  Initiate &amp; respond to comments                  Use spoken language to develop understanding                  Orally rehearse sentence by sentence what to write</p>		



<b>SCIENCE</b>	<p><b><u>Working Scientifically</u></b>  <b>Using observations and gathering evidence to suggest answers to questions.</b>                  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><b><u>Subject Knowledge – Materials – Shaping Up</u></b>                  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>
<b>HISTORY</b>	<p>Geography Focus</p>

<b>COMPUTING</b>	<p>Explain how to use the following terms in a computer program: Command, Repeat, Input, Output, Event, Collision Detection and Timer.                  Create a computer program including at least four of the above new coding vocabulary terms.</p> <p><b><u>Debugging.</u></b>                  Explain what debug (debugging) means.                  Explain what they did so that their computer program did not work.                  Create and debug simple programs                  Create a computer program using different objects.                  Predict what the objects in classmates' programs will do, based on my knowledge of the objects' limitations, e.g. a turtle can only move in specific ways.                  Explain how they know that certain objects can only move in certain ways</p>
<b>GEOGRAPHY</b>	<p>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.</p>



<b>MFL</b>	N/A	<b>PHYSICAL EDUCATION</b>	<p><b>Dance</b> 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><b>Ball Skills</b> 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>
<b>DESIGN TECHNOLOGY</b>	<p><b>Technical Knowledge</b> <b>Food Technology</b></p> <ul style="list-style-type: none"> <li>Understand where food comes from</li> <li>Food products should be combined according to sensory products</li> <li>Know the bridge grip and claw grip</li> <li>Know the 5 main parts of the eat well plate - fruit/vegetable carbohydrates, fats and proteins</li> <li>Know that a healthy diet contains some of each of the eat well plate</li> </ul> <p><b>Skills</b> Design</p> <ul style="list-style-type: none"> <li>Design something for a purpose and user</li> <li>Generate own designs and communicate</li> <li>Use ideas found in own design</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>Cut, peel, chop, slice and grate</li> <li>Measure using centilitres and litres</li> <li>Mix, stir and whisk</li> <li>Work safely and hygienically</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>Explain if their user likes or do not like their finished item and why</li> <li>Consider appearance, taste and aroma</li> <li>Suggest how they can improve their product</li> </ul>	<b>ART AND DESIGN</b>	
<b>MUSIC</b>	<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>	<b>RELIGIOUS EDUCATION</b>	<p><b>CHRISTIANITY</b> Why is Jesus important to Christians? How does the Bible show Jesus God made man, saviour, messiah?</p>
<b>PSHE</b>	<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>	<b>ENRICHMENT</b>	<p><b>World Book Day</b> – Celebrate reading <b>Red Nose Day</b> – opportunity to reflect on UL and global poverty <b>Class Drama</b> – Act out a range of emotions in a safe and secure environment <b>Visits – Staircase House</b> <b>PFC Multisport</b></p>