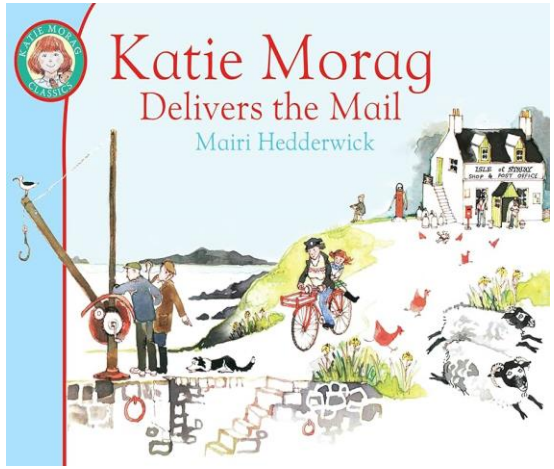
Learning Journey

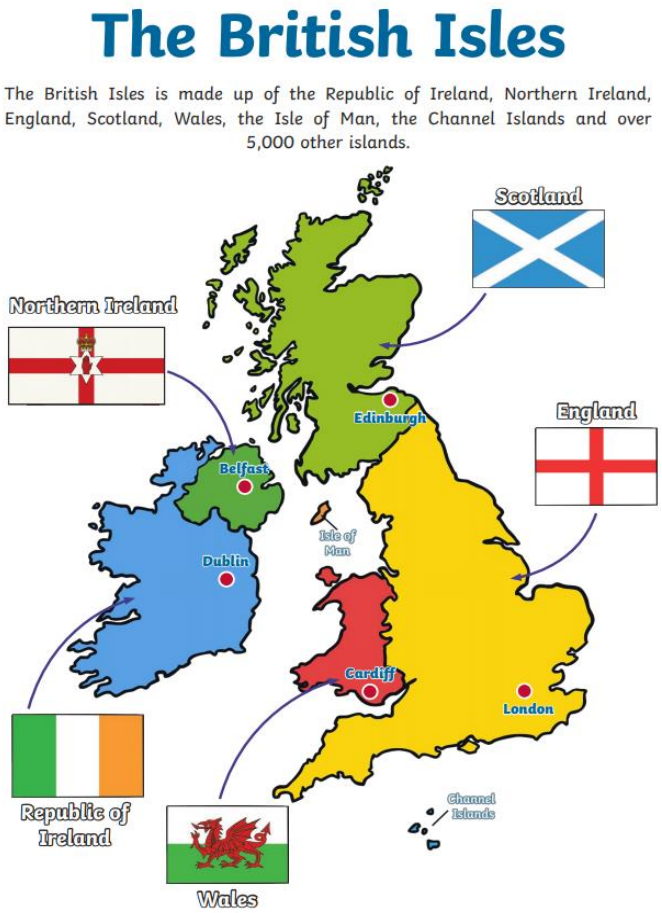
Year 2 – Spring 1

Areas of learning

During this half term, we will be exploring the UK through our writing and geography lessons. We will be learning about the four countries that make up the UK. They will learn the names of the capital cities, famous landmarks, traditional food and other interesting facts. In PE, children will be exploring invasion tactics and balances, shapes and rolls in gymnastics. In Science, we will start a topic new called 'Animals including humans' and learn about what animals need to live and thrive, and we will be exploring expressive artwork focusing on artists such as Frank Bowling.







5Cs focus	
Care	We will explore how to support each other and work together as a team to achieve collective goals.
Challenge	We will challenge ourselves to make our sentences more interesting by using words with apostrophes and suffixes.
Collaboration	We will consider how to be a supportive part of a pair or small group.
Courage	We will always have a go even when we are finding something difficult.
Creativity	We will design and create artworks inspired by expressive artists.

ENGLISH

Reading

- Read accurately most words of two or more syllables.
- Read most words containing common suffixes.
- Read most common exception words.
- Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding.
- Sound out most unfamiliar words accurately, without undue hesitation.
- In a book that they can already read fluently, the pupil can:
  - check it makes sense to them, correcting any inaccurate reading.
  - answer questions and make some inferences explain what has happened so far in what they have read.

Writing

- Write sentences that are sequenced to form a short narrative (real or fictional).
- Demarcate most sentences with capital letters and full stops.
- Use conjunctions to extend and link ideas (or / because / that / but).
- Segment spoken words into phonemes and represent these by graphemes, spelling some correctly and making phonetically plausible attempts at others.
- Confidently spell ***all*** year one and ***some*** year two harder to read and spell words.

Grammar

- To identify and use full stops, finger spaces and capital letters.
- To use an adjective in an expanded noun phrase.
- To use apostrophes to show possession.
- To use apostrophes to show contracted words.
- To start to understand and use words with suffixes.
- To edit writing, focusing on capital letters, full stops and spellings.
- To know how to use co-ordinating conjunctions in a sentence.

Spelling

- l (spelled -el, -le, -al).
- Doubling consonants when adding suffixes (-ed, -er, -y, -est,- ing).
- Homophones.
- oa (spelled o).
- Some year 2 harder to read and spell words such as great, clothes, father.
- a (spelled ay, a-e, ai, a, eigh, ey).

Handwriting

- Use capital letters at the correct size in relation to lower-case letters.
- Form lower-case letters of the correct size relative to one another in some of their writing, starting and finishing in the right place.
- Use appropriate spacing between words.
- To know that capital letters are not joined to other letters.

MATHS

Multiplication

- To identify and explain each part of a multiplication equation.
- To represent the two times table in different ways.
- To use knowledge of the two times table to solve problems.
- To explain the relationship between adjacent multiples of two.
- To explain that factor pairs can be written in any order.
- To represent counting in tens as the ten times table.
- To represent the ten times table in different ways.
- To explain the relationship between adjacent multiples of ten.
- To represent counting in fives as the five times table.
- To represent the five times table in different ways.
- To explain the relationship between adjacent multiples of five.
- To explain how groups of five and ten are related.
- To explain the relationship between multiples of five and ten.
- To explain how a factor of zero or one affect the product.
- To use knowledge of the two, five and ten times tables to solve problems.
- To double two-digit numbers.
- To explain how halving and doubling are related.
- To halve two-digit numbers.
- To use knowledge of doubling, halving and the two times table to solve problems.

SCIENCE – What do animals including humans need to survive and thrive?	GEOGRAPHY – Where do we live and what is it like?
• Know that animals, including humans have offspring which grow into adults. • Know the different stages of a human: baby, toddler, child, teenager, adult, elderly • Know that humans need water, air, shelter and food to survive. • Know why exercise is important for humans. • Understand the importance for humans of eating the right amounts of different foods. • Know why hygiene is important for humans. • Know 2 things that humans need to do to keep clean (e.g. brush teeth, wash, clean clothes, brush hair) and 2 things humans need to do to keep healthy (balanced diet and exercise).	• Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland: • London - England; Cardiff – Wales; Edinburgh – Scotland; Belfast - Northern Ireland. • Know the seas that surround the UK: English Channel, North Sea, Atlantic Ocean, Irish Sea. • Know some characteristics of the four countries of the UK. • To recognise landmarks and basic human and physical features. • Human features are made by people and physical features made by nature • Know where the UK is on a map, globe and in an atlas. • Know which is N, E, S and W, on a compass. • To use and construct basic symbols in a key for a map, construct a simple map and draw a simple route. • To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. • To look down on objects to make a simple plan view map.
ART – Painting **How can artists express themselves through art?**	**COMPUTING** **How are charts that contain data (information) made?**
Practical – (colour) You can add white and black to colours to make tints and shades. **Theoretical –** Artists use different kinds of brushstrokes to create the effect they want. **Disciplinary –** How can art express the mood of a place? • To explore how artists use different kinds of brushstrokes to create the effect they want. • To know you can add white and black to colours to make tints and shades. • To identify and replicate different brushwork used by old masters. • To begin using gestural mark making with paint, and incorporate the colours and shapes in the still life to make an expressive painting. • To continue using gestural mark making with paint, and incorporate the colours. and shapes in the still life to make an expressive painting. • To share what I liked and what went well with colour and tone.	• To know that we can count and compare objects using tally charts. • To recognise that objects can be represented as pictures. • To know how to create a pictogram to represent data. • To know some of the different ways of presenting data: We can present data using tally charts, pictograms, bar graphs, line graphs or pie charts. • To know how to select objects by attribute and make comparisons.

PE – Gymnastics	PE – Rugby
• To perform gymnastic shapes and link them together. I can perform the basic gymnastic actions with some control and balance. • To be able to use shapes to create balances. • To be able to link travelling actions and balances using apparatus. I can use directions and levels to make my work look interesting. • To demonstrate different shapes, take off and landings when performing jumps. I am proud of my work and confident to perform in front of others. • To develop rolling and sequence building. • To develop sequence work on apparatus. I can plan and repeat simple sequences of actions. • Work effectively in same or mixed ability pairs. • Help to support team members and value their effort and ideas. • Give and receive constructive feedback. • Make a conscientious effort to succeed. • Able to manage emotions well.	• To develop throwing, catching and running with the ball. • To develop a basic understanding of tagging rules. • To begin to pass the ball to a team mate. **Sending & receiving:** know that pointing my hand to my target on release will help me to send a ball accurately. • To dodge a defender and move into space when running towards the try line. • To develop defending skills. • To apply the rules and skills you have learnt and play in a tag rugby match. **Rules**: know the rules of the game and begin to apply them • Work cooperatively and effectively in small groups. • Give and receive constructive feedback within a group. • Use rules (safely, fairly, and honestly). • Use appropriate positive words (sportsmanship).
PSHE – Dreams and Goals **What is a personal goal and how can it be achieved?**	**RE – Sikhism** **What makes a place of worship special?**
• To choose a realistic goal and think about how to achieve it. • To be able to carry on trying (persevering) even when I find tasks difficult. • To be able to work well in a partner or a group . • To work well in a group to create an end project. • To share success with other people. • To be able to explain some of the ways I worked well to create my project.	• *Develop an understanding about how and why such places should be treated with respect* • *Develop personal responses to local places of worship* • The Mosque is a place of worship for Muslims • In a Mosque you would remove your shoes before entering • To develop an understanding about how and why such places should be treated with respect. • To develop personal responses to local places of worship. • To know the Gurdwara is a place of worship for Sikhs. • To know that visitors to a Gurdwara should take off their shoes, cover their heads and wash their hands. • To be able to understand and explain how a holy place can be treated with respect.