Learning Journey

Year 2 – Summer 1

Areas of learning

This half term's topic is famous nurses. In history, children will be learning about the lives and work of Florence Nightingale and Mary Seacole with a focus on their impact on nursing. To develop our understanding, we will visit the Florence Nightingale Museum in London and 'meet' Mary Seacole via Zoom. In science, we will be looking at what it means to be alive, and understand how animals can survive in different habitats. In PE, children will start swimming again, and for outdoor PE they will explore and develop the skills needed for different athletic activities. In Art we will be looking at the creations of architects such as Hundertwasser, and investigate how they take inspiration from nature.



COLLIS
Primary School







5Cs focus	
Care	We will take great care and show respect when we travel by train to a museum in London.
Challenge	We will challenge ourselves to include creative language and devices such as different conjunctions and suffix words in our writing.
Collaboration	We will consider how to work well as part of a group when exploring different athletic activities.
Courage	We will show courage when working independently and choosing our strategies to solve different problems.
Creativity	We will think creatively when designing a building, understanding how the shapes we have used appear in nature and in man-made structures.

<table>
<tr><th colspan="2">ENGLISH</th></tr>
<tr><td>Reading
To read accurately most words of two or more syllables.
To read most words containing common suffixes.
To read most common exception words.
To read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding.
To 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.
To answer questions, retrieve information and make some inferences.
To explain what has happened so far in what they have read.
To be able to sequence the key events in a text they have read.</td><td>Grammar
To identify and use full stops, finger spaces and capital letters for I and for proper names.
To use an appropriate adjective in an expanded noun phrase.
To edit writing, focusing on capital letters, full stops and spellings.
To use the present and past tense mostly correctly and consistently.
Appropriately use some words with suffixes (-ment, - ness, - less, - ly) in their writing.
To recognise and use appropriately different types of sentences (statement, command, question, exclamation).
To recognise and use appropriately nouns, verbs, adjectives and adverbs.
To use commas when writing a list. Eg The nurses needed clean bandages, clean bedding and fresh water.
Revise: apostrophes for contraction and possession.</td></tr>
<tr><td>Writing
To write sentences that are sequenced to form a short narrative (a recount of our trip, and a letter from Florence Nightingale.
To be inspired by a poem written by our year group poet Michael Rosen, to write our own rhyming poem.
To demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.
To use co-ordination (e.g. or / and / but) and subordination (when, because, if, that).
To segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically plausible attempts at others.</td><td>Spelling
Adding the suffix – ment to create nouns as in enjoyment, agreement.
Adding the suffix -ly to create an adverb where there is no change to the root word as in finally, suddenly.
Adding the suffix – ful where there is no change to the root word as in careful, faithful.
Adding the suffix -less where there is not change to the root word as in careless, endless.
Adding the suffix -ly after another suffix where there is no change to the root word as in endlessly, carelessly.
Adding the suffix -ness after another suffix where there is no change to the root word as in carelessness, thoughtfulness.</td></tr>
<tr><th colspan="2">MATHS</th></tr>
<tr><td>Subtraction
To subtract a two-digit number from a two-digit number when crossing ten.
To subtract a two-digit number from a two-digit number when crossing ten in the context of word problems.
Pupils subtract efficiently using knowledge of two-digit numbers.</td><td>Fractions
To identify whether something has or has not been split into equal parts.
To name the fraction ‘one-half’, ‘one-quarter’ and ‘one-third’ in relation to a fraction of a length, shape or set of objects.
To read and write the fraction notation ½, ⅓ and ¼ and relate this to a fraction of a length, shape or set of objects.
To find half, quarter or third of numbers.
To recognise the equivalence of 2/4 and ½.</td></tr>
</table>

Shape

- To understand what a polygon is, and to name and describe different 2D shapes referring to their number of vertices and sides, and whether they are regular or irregular.
- To recognise, name and describe different 3D shapes referring to edges, vertices and faces.
- To compare different 2D shapes and different 3D shapes.

Money

- To recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
- To find different combinations of coins that make the same amounts.
- To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

SCIENCE – How do animals survive and thrive in different habitats?

- To classify and compare things by living, dead or never lived and to know at least one difference between each.
- To learn about seashore, hot desert, pond, urban, micro and local habitats and how they provide what different organisms need to survive there.
- To be able to name 1 animal and 1 plant in a local micro-habitat.
- To understand that all living things carry out 7 life processes (and know 3 of them).
- To know how a specific habitat provides for the basic needs of things living there (plants and animals).
- To know that animals get their food (energy) from other animals and plants.
- To be able to identify and describe 2 different simple food chains.
- To use observations and own ideas to suggest answers to questions.
- To record and communicate findings in variety of ways (pictures and simple sentences).
- To gather and record data.
- To learn how the naturalist Steve Irwin worked tirelessly to improve the habitats of conditions in Australia Zoo and to help people to understand how to protect animals living in the wild.

COMPUTING – What is a computer programme and how do you make one?

- To explain that a sequence of commands has a start.
- To explain that a sequence of commands has an outcome.
- To be able to create a program using a given design.
- To create instructions to draw a simple shape and move a character across the screen.
- To know how to change a given design.
- To be able to create a program using my own design.
- To be able to decide how my project can be improved.
- To begin to be able to edit their work in the light of their own discussions and observations.

HISTORY – Who were Florence Nightingale and Mary Seacole and how did their achievements change hospitals for the better?

- To know where dinosaurs, Queen Victoria, Ibn Battuta, the Great Fire of London and the moon landing fit into a chronological timeline.
- To know that Florence Nightingale and Mary Seacole were famous nurses in the Crimean War.
- To know that Florence Nightingale improved hospitals by:
  1) Sorting clean bedding and bandages for the soldiers.
  2) Patients were given healthy food.
  3) Training nurses on how to care for patients.
- To identify different ways in which the past is represented (eg books, pictures, stories, eye-witness accounts, photos and artefacts).
- To choose and use parts of stories and other sources to show understanding about Florence Nightingale and Mary Seacole and suggest reasons why they may have acted in the way they did.
- To know how Florence Nightingale changed hospitals for the better.
- To identify similarities and differences between nursing and hospitals during the Crimea war and the present day.

ART – How do architects take inspiration from the environment?

Practical – (form) You can create joints and structures from paper/card and tape
Theoretical Natural structures are those found in nature and man-made structures are those made by people.
Disciplinary How do architects take inspiration from the environment?

1. To be able to understand how the shapes and designs of Hundertwasser's buildings are inspired by nature.
2. To know how to create strong joints and structures using paper, card, and tape, and understand how these are similar to the structures found in nature and buildings.
3. To understand that different shapes have different levels of strength and stability, and explain why some shapes are better for building than others.
4. To be able to design and build a structure using 3D shapes, understanding how these shapes are used in nature and man-made buildings.
5. To know how adding small details can make a structure look better and work better, similar to how details are added to real buildings and natural forms.
6. To be able to describe the shapes and designs of my structure, and explain how they might be inspired by things in nature or man-made buildings.

PSHE – Who is part of my family and my community and why are they important to me?

- To be able to identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.
- To know the members of my family and how all families are different.
- To understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.
- To be able to identify some of the things that cause conflict with my friends
- To understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.
- To know the names of my five trusted adults who can help me.
- To be able to express my appreciation for the people in my special relationships.

RE – What do Sikhs believe?

Living the Faith and sacred texts

- To know that the founder of Sikhism was Guru Nanak.
- To know that Guru Nanak believed all people are equal to God.
- To know that Sikhs believe in sharing everything: food, time, talents and money.
- To know what the langar is and why it is part of Sikh practice.
- To know that the Guru Granth Sahib is the special book for Sikhs and explain how they look after it.
- To be able to talk about some of the things people believe about their religion.

PE – Swimming

Swimming

- To develop the kicking action on front.
- To develop the kicking action and introduce breathing.
- To develop the arm action of pulling.
- To develop the pulling arm action and begin to develop gliding on fronts.
- To develop the kicking on action on backs and gliding on backs.
- To consolidate skills learnt
- To develop confidence and consistency in a range of skills.

I can begin to use arms and legs together to move effectively across the water.
I can demonstrate what to do if I fall into water.
I can float on my front and back.
I can glide on both front and back.
I can roll from my front to my back and then regain a standing position.

- Social: co-operation
- Social: supporting and encouraging others
- Emotional: confidence
- Emotional: determination
- Emotional: challenging myself

OUTDOOR PE

- To develop the sprinting action.
- To develop jumping for distance.
- To develop technique when jumping for height.
- To develop throwing for distance.
- To develop throwing for accuracy.
- To develop technique when taking part in an athletics carousel.

I can jump and land with control.
I can use an overarm throw to help me to throw for distance.
I show balance and co-ordination when running at different speeds.
I can identify good technique.

- Work in pairs considerately
- Help to support team members and be positive
- Give and receive feedback
- Understand and adhere to simple rules
- Understand expectations when dealing with their feelings and emotions
- Make an effort to do their best