Curriculum Journey

Year 2 – Autumn 2

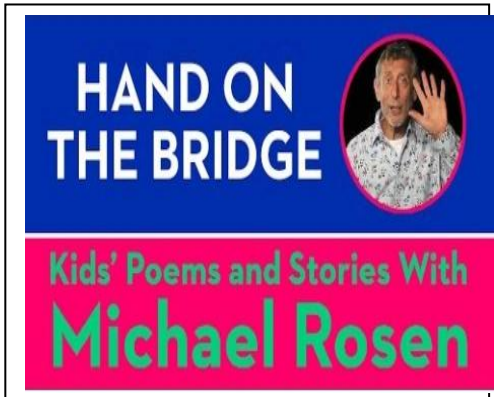
Areas of learning

In this half term's topic, we will think about what we can learn about our planet from looking at the globe. We will learn about the different continents and oceans, and places that are hot and cold. In English, 'The Great Explorer' by Chris Judge will inspire our exploration of the Arctic. We will research animals that live there and write a non- chronological fact file about a few of them. Our poetry writing will be inspired by Michael Rosen's Hand on the Bridge. In DT, we will investigate, design and make a healthy fruit smoothie snack. In science we will continue our learning about materials and carry out interesting investigations. In RE we will study the importance of light, in the lead up to our Christmas show. Music will focus on learning our show songs and performing with confidence and expression. We will also continue to learn more notes on the recorder.



COLLIS Primary School





Polar bears

The freezing **icy** Arctic Ocean is home to different types of animals. One mammal that lives in the Arctic is the polar bear. They are the largest bear in the bear family.

What do they look like?

These animals have two layers of fur and a thick layer of fat to keep them warm. They also have black skin to keep the heat in. They have large wide feet because it helps them to travel across the soft icy snow. **Interestingly** they have small soft bumps under their paws to stop them from slipping over on the ice.



5Cs focus	
Care	We will celebrate and appreciate difference, and how we are all unique.
Challenge	We will challenge ourselves to research facts about animals found in the Arctic, and then write about them in a factual style using conjunctions to link ideas.
Collaboration	As a year group, we will collaborate on the Christmas show.
Courage	We will show courage when performing our show to an audience.
Creativity	We will think creatively to create an investigation to test suitable materials for an umbrella in our science lessons.



ENGLISH

Texts: The Great Explorer, animals from the Arctic non-fiction writing, Rhythm of Life poetry (inspired by Hand on the Bridge by Michael Rosen)

Reading

- Read accurately most words of two or more syllables.
- Read most words containing common suffixes.
- Read most harder to read and spell 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.
- Retrieve information to answer questions.
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Grammar

- Demarcate most sentences in their writing with capital letters and full stops and use question marks correctly when required.
- To use an adjective in an expanded noun phrase.
- To edit writing, focusing on capital letters, full stops and spellings.
- To know how to use conjunctions in a sentence (and, but, because, so).
- To recognise adjectives, nouns and verbs.
- To know how to add a suffix to regular verbs to write using the past tense.

Writing

- Research facts about animals that live in the Arctic.
- Write a non-chronological report about Arctic animals using a heading, introduction and sub headings.
- Use present and past tense mostly correctly and consistently.
- Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically plausible attempts at others.
- Spell many harder to read and spell words in their writing.
- Orally rehearse their writing with a learning partner and with their class.
- Use drama to explore and rehearse ideas.
- Research and write a non-fiction report.
- Explore writing rhyming couplets in poetry.

Spelling,

- c (as in ice)
- il (as in pencil)
- o (as in money)
- a (as in wasps)
- al (as in ball)
- s (as in pleasure
- si (as in decision)
- or (as in worked)
- ar (as in warned)
- homophones
- review all sounds that we have explored so far in year 2
- year 2 harder to read and spell words

Handwriting

- Form lower-case letters in the correct direction, starting and finishing in the right place.
- Form lower-case letters of the correct size relative to one another in some of their writing.
- Continue to form simple joins between two letters and revisit joins already taught.
- Form capital letters are the correct size in relation to the lower-case letters.
- Use the right sized space between words.

MATHS	SCIENCE – Why are some materials more suitable for making an umbrella than others?

Addition and subtraction
 	
• To add and subtract one from any two-digit number.
• To use number facts to add and subtract 1-digit numbers from 2-digit numbers.
• To use a part-part-whole model to represent addition and subtraction.
• To use number bonds to ten to add and subtract 1-digit numbers to 2-digit numbers.
• To solve problems using knowledge of addition and subtraction.
• To add and subtract ten to/from a two-digit number.
• To explain the patterns when adding and subtracting ten.
• To use knowledge of adding and subtracting ten to solve problems.
• To partition a two-digit number into parts in different ways (two and three parts).
• To use knowledge of adding and subtracting multiples of ten to solve problems.
	• To know why properties of materials make them suitable or unsuitable for a particular job.
	Glass is used for windows because it is transparent.
	Fabric is used for clothes because it is flexible.
	Metal is used for cutlery because it does not bend.
	• To know why properties of materials make them suitable or unsuitable for different jobs.
	• To identify everyday materials that we find at school and group them by their properties and how they are used.
	• To investigate why some materials are more suitable for making an umbrella than others.
	  • To ask simple questions
	  • To recognise that questions can be answered in different ways
	  • To observe closely
	  • To identify and classify
	  • To record and communicate findings in variety of ways

DT – **The shop 'Fuel' needs a recipe for a healthy snack drink.**	**GEOGRAPHY – What can we learn from the globe about our world?**
• To know that fruits are grown as plants, that yoghurt is made from milk and that yoghurts and milk can also be plant based. • To know that fruits are grown as plants, that yoghurt is made from milk and that yoghurts and milk can also be plant based. • To know that fruit grows on a tree or plant that contains seeds and can be eaten as food, blended with juice, milk or yoghurt to create a smoothie. • To know that fruit smoothies are a healthier choice than biscuits and cakes because they are high in vitamins. • To select from a range of fruits, yoghurts, juices, milk and milk alternatives according to their characteristics e.g. colour, texture and taste to create a chosen product. • To communicate ideas through talk and introduce an exploded diagram. • To know how to safely prepare different fruits. • To know how to be hygienic when preparing food. • To design, prepare and evaluate their smoothie.	• To know the names of and locate the seven continents of the world: North America, South America, Europe, Asia, Africa, Antarctica, Australasia • To know the names of and locate the five oceans of the world: Pacific Ocean, Southern Ocean, Arctic Ocean, Indian Ocean, Atlantic Ocean • To explore using maps and a globe. • To know the location of hot and cold places in the world in relation to the North Pole, South Pole and the Equator. • To locate on a map the North Pole, South Pole and the Equator. • To know that it is hot at the Equator and cold at the North and South Poles. • To use world maps, atlases and globes to identify the continents and the oceans • To collect quantitative data (e.g. to create a pictogram of continents visited – continue in home learning)

RE - Why is light important in many festivals?	COMPUTING – How do you use a computer?
• To know Hindus believe light is a guide. • To know Hindus believe light is a sign of joy. • To know that Hindus celebrate Divali with: rangoli patterns, festival food, dressing up, making and lighting diva lamps and fireworks. • To know that when children are baptised, they are given a candle. • To know that light is important to Christmas because Jesus said "I am the light of the world." • To know that Christians believe that the star was a bright light that guided the shepherds and the 3 wise men to baby Jesus. • To know what the Avent wreath is and why it is important to Christians. • To think about how we can be like a light. • I can talk about the meaning of the symbol of light in a religious celebration and know it makes me feel.	• To become familiar with the layout of a keyboard. • To start to use touch typing when using a keyboard and to know that touch typing is the fastest way to type. • To develop familiarity and correct use of the keyboard (spacebar, backspace, shift for capital letters instead of using the 'caps lock'). • To understand how to type and format text using a word processor. • To be able to change the style, size and colour of text. • To use the return key to create line breaks. • To navigate around text in a variety of ways (mouse, arrow keys etc) to enable changing and editing. • To understand how to add images to a text document. • To create a simple poetry book.
PE - Dance	**PE – Ball skills**
• To remember, repeat and link actions to tell the story of my dance. I understand what counter balance and counter tension is and can show examples with a partner. • To develop an understanding of dynamics and how they can show an idea. I am beginning to provide feedback using key words. I can describe how my body feels during exercise. • Use counts of 8 to help you stay in time with the music. • To copy, remember and repeat actions using facial expressions to show different characters. I can copy, remember, repeat and create dance phrases. • To explore pathways and levels. • To remember and rehearse our circus dance showing expression and character. I can show a character and idea through the actions and dynamics I choose. • Work in pairs • Accept others' ideas • Give and receive basic feedback • Keep simple rules • Explore how to deal with different feelings	• To be able to roll a ball to hit a target. **Sending**: know that stepping with opposite foot to throwing arm will help me to balance. • To develop co-ordination and be able to stop a rolling ball. **Tracking**: know that it is easier to move towards a ball to track it than chase it. • To develop technique and control when dribbling a ball with your feet. **Dribbling**: know to keep my head up when dribbling to see space/opponents • To develop control and technique when kicking a ball. • To develop co-ordination and technique when throwing and catching. **Catching**: know to use wide fingers and pull the ball in to my chest to help to securely catch. • To develop control and co-ordination when dribbling a ball with your hands. • 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

MUSIC – How can we successfully perform songs to an audience?	PSHE – How can we celebrate that we are all different?
• To know the difference between a speaking voice and a singing voice. • To sing as part of a choir. • To understand and follow the leader or conductor. • To add actions to a song. • To sing to communicate the meaning of the words. • To sing songs from memory. • To talk about what the song means. • To practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. • To talk about the difference between rehearsing a song and performing it. • To be able to demonstrate understanding of dynamics and tempo when singing by responding to the leader's directions and visual symbols.	L1- To start to understand that sometimes people make assumptions about boys and girls (stereotypes) Knowledge: A stereotype is thinking everyone in a group is the same. L2- To understand some ways in which people are different and accept that this is OK Knowledge: Discuss 3 ways that you are similar/different to someone else. L3- To understand that bullying is sometimes about difference Define bullying – on purpose, several times, unkind. Bullying can stem from being different. L4 – To recognise what is right and wrong and know how to look after myself Knowledge: Sort behaviour into right and wrong and give two ways to look after themselves. L5- To understand that it is OK to be different from other people and to be friends with them Know that friends can be different and still be friends L6- To tell you some ways I am different from my friends Say who can help me if I am being bullied. Understand the difference between a one-off incident and bullying - children to give an example of each.