

<u>Year Two Term 5</u>		<u>Plants and Animals</u>
		Reading for Enjoyment
English	<p>MAIN TEXTS: Owl Babies/The Gruffalo Poetry- Riddles Poem to recite- Five Little Owls by Anon</p> <p>Narrative - Different stories by the same author</p> <p>Non-fiction - Non-chronological report - habitats</p>	<p>The Twits</p> <p>Hairy Maclary</p> <p>Rumble in The Jungle (we have it)</p>
Mathematics	<ul style="list-style-type: none"> • Number and place value • Addition and subtraction • Capacity and volume and temperature • Fractions • Position and direction, time • 2D and 3D shape 	
Science	<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> • Can they match certain living things to the habitats they are found in? • Can they explain the differences between living and non-living things? • Can they describe some of the life processes common to plants and animals, including humans? • Can they decide whether something is living, dead or non-living? • Can they describe how a habitat provides for the basic needs of things living there? • Can they describe a range of different habitats? • Can they describe how plants and animals are suited to their habitat? • <i>Can they name some characteristics of an animal that help it to live in a particular habitat?</i> • <i>Can they describe what animals need to survive and link this to their habitats?</i> 	
History (This is not a history unit. To be taught as part of art and science lessons.)	<p><u>Victorians-Significant Individuals (links with Art and Science)</u></p> <ul style="list-style-type: none"> • Can they explain why someone in the past acted in the way they did? • Can they research the life of a famous Briton from the past using different resources to help them? (links with Art- William Morris and links with science- Charles Darwin) 	
Geography	No geography unit.	
Computing	<p><u>Data Retrieving and Organising</u> <u>Finding things on the Internet</u> Focus: Can they find information on a website? Can they click links in a website? Can they print a webpage to use as a resource? Can they send and reply to messages sent by a safe email partner within the school? <i>NC: use technology purposefully to create, organise, store ,manipulate and retrieve digital content (itass)</i></p>	
Religious Education	<p><u>Where did the world come from and why should we look after it?</u> What is creation? What stories do Jews, Christians and Muslim's tell about how the world began? What stories do Jews and Christians tell about how the world began? (Adam and Eve) How do Christians try and look after the world? What story do Hindus tell about how the world began? How can we represent a creation story creatively? How do you think the world began?</p>	
Physical Education	<p><u>Gymnastics-large apparatus</u></p> <ul style="list-style-type: none"> • Can they plan and show a sequence of movements? • Can they use contrast in their sequences? • Are their movements controlled? • Can they think of more than one way to create a sequence which follows a set of 'rules'? • Can they work on their own and with a partner to create a sequence? <p>Coach- Multi-skills</p>	
Art & Design	<p><u>Mother Nature Designer (William Morris, Georgia O'Keeffe) and Artists' Day (Joan Miro or Julian Trevelyan)</u> Drawing</p> <ul style="list-style-type: none"> • Can they use three different grades of pencil in their drawing (4B, 8B, HB)? • Can they use charcoal, pencil and pastels? • Can they create different tones using light and dark? • Can they show patterns and texture in their drawings? • Can they use a viewfinder to focus on a specific part of an artefact before drawing it? 	

	<p>Painting</p> <ul style="list-style-type: none"> • Can they mix paint to create all the secondary colours? • Can they mix and match colours, predict outcomes? • Can they mix their own brown? • Can they make tints by adding white? • Can they make tones by adding black? <p>Printing</p> <ul style="list-style-type: none"> • Can they create a print using pressing, rolling, rubbing and stamping? • Can they create a print like a designer? <p>Sketch book</p> <ul style="list-style-type: none"> • Can they begin to demonstrate their ideas through photographs and in their sketch books? • Can they set out their ideas, using 'annotation' in their sketch books? • Do they keep notes in their sketch books as to how they have changed their work? <p>Collage</p> <ul style="list-style-type: none"> • Can they create individual and group collages? • Can they use different kinds of materials on their collage and explain why they have chosen them? <p>IT</p> <ul style="list-style-type: none"> • IT Can they take different photographs of themselves displaying different moods? • Can they change their photographic images on a computer? <p>Knowledge</p> <ul style="list-style-type: none"> • Can they link colours to natural and man-made objects? • Can they say how other artist/craft maker/designer have used colour, pattern and shape? • Can they create a piece of work in response to another artist's work?
Design & Technology	No design & technology
Music	<p><u>Recorders (Part 3)- Ostinatos and rhythm notes</u></p> <p>Performing</p> <ul style="list-style-type: none"> •Do they sing and follow the melody (tune)? •Do they sing accurately at a given pitch? •Can they perform simple patterns and accompaniments keeping a steady pulse? •Can they perform with others? •Can they play simple rhythmic patterns on an instrument? •Can they sing/clap a pulse increasing or decreasing in tempo? •<i>Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?</i> <p>Composing (including notation)</p> <ul style="list-style-type: none"> •Can they order sounds to create a beginning, middle and end? •Can they create music in response to <different starting points>? •Can they choose sounds which create an effect? •Can they use symbols to represent sounds? •Can they make connections between notations and musical sounds? •<i>Can they use simple structures in a piece of music?</i> •<i>Do they know that phrases are where we breathe in a song?</i> <p>Appraising</p> <ul style="list-style-type: none"> •Can they improve their own work? •Can they listen out for particular things when listening to music? •<i>Do they recognise sounds that move by steps and by leaps?</i>
PHSCE	<p>e-safety lesson</p> <p><u>Relationships</u></p> <p>Families Do they know how to make friends?</p> <p>Keeping safe-exploring physical contact Do they try to solve friendship problems when they occur?</p> <p>Friends and conflict Can they help others to feel part of a group?</p> <p>Secrets Do they show respect in how they treat others?</p> <p>Trust and appreciation Do they know how to help themselves and others when they feel upset or hurt?</p> <p>Celebrating my special relationships Do they know and show what makes a good relationship?</p>
Enrichment	<ul style="list-style-type: none"> • Educational visit-Pond dipping • Artists' Day- Joan Miro or Julian Trevelyan • Educational visit-National Gallery/William Morris gallery <p>NB SATs Assessments ongoing</p>