

Year Two Term 1 Health and Growth

		Reading for Enjoyment
English	<p>MAIN TEXT: The Tiger Who Came To Tea</p> <p>Poetry Poem to recite- Tiger by Mary Ann Hoberman</p> <p>Narrative - Stories with familiar settings See above</p> <p>Non-fiction – Writing for different purposes (SUGGESTIONS)</p> <ul style="list-style-type: none"> • a letter from Florence Nightingale • an invitation to tea • report about Mary Seacole or needs of a Human/ keeping healthy • Diary entry linked to History 	<p>Amazing Grace 1 &2</p> <p>It Was a Dark & Stormy Night</p>
Mathematics	<ul style="list-style-type: none"> • Number and place value • Number and place value • Length and mass/weight • Addition and subtraction • Addition and subtraction • 2D and 3D shape 	
Science	<p>Animals, including humans</p> <ul style="list-style-type: none"> • Can they describe what animals need to survive? • Can they explain that animals grow and reproduce? • Can they explain why animals have offspring which grow into adults? • Can they describe the life cycle of some living things? (e.g. egg, chick, chicken) • Can they explain the basic needs of animals, including humans for survival? (water, food, air) • Can they describe why exercise, balanced diet and hygiene are important for humans? <p>Challenging</p> <ul style="list-style-type: none"> • Can they explain that animals reproduce in different ways? 	
History	<p><u>Florence Nightingale and Mary Seacole</u></p> <ul style="list-style-type: none"> • Can they use words and phrases like: before I was born, when I was younger? • Can they use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; in their historical learning? • Can they use the words ‘past’ and ‘present’ accurately? • Can they use a range of appropriate words and phrases to describe the past? • Can they sequence a set of events in chronological order and give reasons for their order? • Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? • Can they recount some interesting facts from an historical event, such as where the Florence nightingale helped the soldiers? • Can they explain why Britain has a special history by naming some famous events and some famous people? • Can they explain what is meant by a parliament? • Can they answer questions by using a specific source, such as an information book? • Can they research the life of a famous Briton from the past using different resources to help them? • Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them? <p>Challenging</p> <ul style="list-style-type: none"> • <i>Can they sequence a set of objects in chronological order and give reasons for their order?</i> • <i>Can they sequence events about the life of a famous person?</i> • <i>Can they try to work out how long ago an event happened?</i> • <i>Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times?</i> • <i>Can they explain why someone in the past acted in the way they did?</i> • <i>Can they explain why their locality (as wide as it needs to be) is associated with a special historical event (St Thomas’s hospital)?</i> • <i>Can they explain what is meant by a democracy and why it is a good thing?</i> • <i>Can they say at least two ways they can find out about the past, for example using books and the internet?</i> • <i>Can they explain why eye-witness accounts may vary?</i> 	
Geography	No geography unit.	
Computing	<p><u>Data Retrieving and Organising</u></p> <p>Handling data (Early essentials)</p> <p>NC: Can they use technology purposefully to create, organise, store, manipulate and retrieve digital content?</p> <p><i>NC: use technology purposefully to create, organise, store ,manipulate and retrieve digital content</i></p>	

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Religious Education	<p><u>What is fasting and why do people do it?</u></p> <ul style="list-style-type: none"> • What is fasting? • What is Ramadan? • Why do Muslims fast? • What is Lent? • Why do some Christians fast at Lent? • Should we all fast?
Physical Education	<p><u>Games</u></p> <ul style="list-style-type: none"> • Can they use hitting, kicking and/or rolling in a game? • Can they stay in a 'zone' during a game? • Can they decide where the best place to be is during a game? • Can they use one tactic in a game? • Can they follow rules? <p>Coach- Multi-skills</p>
Art & Design	
Design & Technology	<p><u>Cooking and nutrition- make a healthy sandwich</u></p> <ul style="list-style-type: none"> • Can they describe the properties of the ingredients they are using? • Can they explain what it means to be hygienic? • Are they hygienic in the kitchen?
Music	<p><u>Exploring pulse, rhythm and pitch</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</p> <p><u>Jigsaw-Being Me in My World</u></p> <p>Special and safe Can they help others to feel welcome?</p> <p>My class Can they try to make our school community a better place?</p> <p>Rights and responsibilities Can they think about everyone's right to learn?</p> <p>Rewards and feeling proud Care about other people's feelings?</p> <p>Consequences Can they work well with others?</p> <p>Owning our learning charter Can they choose to follow the learning charter?</p>
Enrichment	<ul style="list-style-type: none"> • Black History Week (Mary Seacole workshop) • Educational Visit-The Florence Nightingale Museum <p>NB Assessment week- week 6 or 7</p>