

Year Two Term 2 Journeys

		Reading for Enjoyment
English	<p>MAIN TEXT : Jack and the Beanstalk Narrative - Traditional Stories</p> <p>Poetry - Patterns on the page. Poetry to recite-Calling by Wes Magee</p> <p>Non-Fiction – writing for different purposes- Instructions (how to make a Christmas decoration) Report about Tocuaro</p>	<p>Flat Stanley</p> <p>Captain Flinn and The Pirate Dinosaurs</p> <p>Man on The Moon (we have)</p>
Mathematics	<ul style="list-style-type: none"> • Counting, multiplication and sorting • Statistics • Fractions, capacity and volume • Money • Time 	
Science	<p><u>Materials</u> Classifying and grouping materials</p> <ul style="list-style-type: none"> • Can they describe the simple physical properties of a variety of everyday materials? • Can they compare and group together a variety of materials based on their simple physical properties? • <i>Can they describe the properties of different materials using words like, transparent or opaque, flexible, etc.?</i> • <i>Can they sort materials into groups and say why they have sorted them in that way?</i> • <i>Can they say which materials are natural and which are man-made?</i> 	
History	No history unit.	
Geography	<p><u>Tocuaro-A Village in Mexico</u></p> <ul style="list-style-type: none"> • Can they label a diagram or photograph using some geographical words? • Can they find out about a locality by using different sources of evidence? • Can they say what they like and don't like about their locality and another locality like Tocuaro? • <i>Can they make inferences by looking at a weather chart?</i> • <i>Can they make plausible predictions about what the weather may be like in different parts of the world?</i> • Can they describe some physical features of their own locality? • Can they describe a place outside Europe using geographical words? • Can they describe the key features of a place, using words like, lake, mountain, and field? • <i>Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe?</i> • Can they describe some human features of their own locality, such as the jobs people do? • Can they explain how the jobs people do may be different in different parts of the world • Can they explain what facilities a town or village might need? • <i>Can they explain how the weather affects different people?</i> • Can they name the continents of the world and find them in an atlas? • Can they name the world's oceans and find them in an atlas? • <i>Can they locate some of the world's major rivers and mountain ranges?</i> 	
Computing	<p><u>Algorithms and programs</u> (Beebots/ screen turtle -Early essentials) Focus: Can they create a simple series of instructions? Can they record their routes? Do they understand forwards, backwards up and down? Can they put two instructions together to control a programmable toy/screen turtle? Can they plan and test a beebot/screen turtle journey?</p> <p><i>NC: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</i> <i>Create and debug simple programs</i> <i>Use logical reasoning to predict the behaviour of simple programs.</i> (itass)</p>	
Religious Education	<p><u>Why are different books special for different people?</u></p> <ul style="list-style-type: none"> • What books are special to me and why? • What holy books are special to us and why? • For whom is the Bible a special book and why? • What is the Torah and why is it special for Jewish people? • Why is the Qur'an a special book for Muslims? • What do I feel makes me special? 	
Physical Education	<p><u>Dance –The Seaside</u></p> <ul style="list-style-type: none"> • Can they perform body actions with control and co-ordination? • Can they choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling? • Can they link actions? • Can they remember and repeat dance phrases? 	

	<ul style="list-style-type: none"> • Can they perform short dances, showing an understanding of expressive qualities? • Can they describe the mood, feelings and expressive qualities of dance? • Can they describe how dancing affects their body? • Do they know why it is important to be active? • Can they suggest ways they could improve their work? • <i>Can they create, improve and perform more complex dance phrases?</i> • <i>Do they perform short dances, linking actions fluently and with control?</i> • <i>Can they use dynamic and expressive qualities clearly in their dance?</i> • <i>Can they use some simple dance vocabulary to describe and interpret dance?</i> • <i>Do they know how particular activities can help them to be healthy?</i> <p>Coach- Multi-skills</p>
Art & Design	<p><u>Picture This</u></p> <p>Drawing</p> <ul style="list-style-type: none"> • Can they use pastels? • Can they show patterns in their drawings? • Can they use a viewfinder to focus on a specific part of a pattern before continuing it? <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>Knowledge</p> <ul style="list-style-type: none"> • 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	<p><u>Vehicles</u></p> <p>Use of materials</p> <ul style="list-style-type: none"> • Can they measure materials to use in a model or structure? • Can they join material in different ways? • Can they use joining, folding or rolling to make it stronger? <p>Construction</p> <ul style="list-style-type: none"> • Can they make sensible choices as to which material to use for their constructions? • Can they develop their own ideas from initial starting points? • Can they incorporate some type of movement into models? • Can they consider how to improve their construction?
Music	<p><u>ICT –Groovy Music</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>Celebrating Difference (including anti-bullying)</u></p> <p>Boys and girls Boys and girls Why does bullying happen? Standing up for myself and others Making a new friend Celebrating difference and still being friends.</p> <p>Can they accept that everyone is different? Can they include others when working and playing? Do they know how to help if someone is being bullied? Can they try to solve problems? Can they try to use kind words? Do they know how to give and receive compliments?</p>
Enrichment	<ul style="list-style-type: none"> • Bullying focus week • Remembrance Day-Remember Hallsville pupils who lost their lives in WW11 • Educational visit-road crossing • Educational visit- London Transport Museum