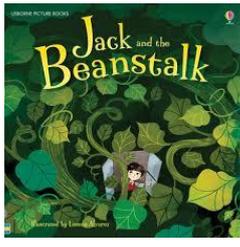
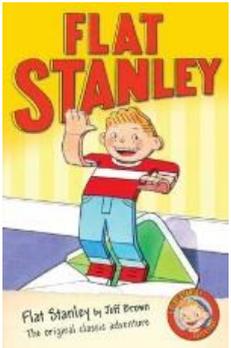


Year Two Term 2 Journeys

<p>English</p>	<p style="text-align: center;">Jack and the Beanstalk</p>  <p style="text-align: center;">Plot: Conquering the monster tale Focus: Characterisation</p> <p style="text-align: center;">Giant Tale by Judith Nicholls</p> <p style="text-align: center;">Letter of Apology: Jack to the giant.</p>	<p>Reading for Enjoyment</p> 
<p>Mathematics</p>	<p><b>Maths Mastery</b> Unit 4: Measuring length (10 lessons) Unit 5: Graphs (5 lessons) Unit 6: Multiplication and division, 2, 5 and 10 (10 lessons)</p>	
<p>Science</p>	<p><b>Materials</b> <b>Classifying and grouping materials</b></p> <p><b>Working scientifically</b> •Can they compare the uses of everyday materials found around the school with materials found elsewhere? •Can they identify through observation &amp; classify materials based upon their properties/characteristics? •Can they identify through observation &amp; classify materials based upon their uses? •Can they record their observations?</p> <p><b>Knowledge &amp; Understanding</b> •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? •Can they describe the properties of different materials using words like, transparent or opaque, flexible, etc.? •Can they sort materials into groups and say why they have sorted them in that way? •Can they say which materials are natural and which are man-made?</p>	
<p>History</p>	<p>No history unit.</p>	
<p>Geography</p>	<p><i>Possible starting point / stimulus:</i> <i>A map showing the area being studied &amp; the local area</i> <i>A picture which shows an aspect of life in the area being studied</i></p> <p><b>Geographical Enquiry</b> Can they say what they like and don't like about their locality and another locality like Nairobi? 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 raise relevant questions? Can they find out about a locality by asking some relevant questions to someone else? Can they make inferences by looking at a weather chart? Can they make plausible predictions about what the weather may be like in different parts of the world?</p> <p><i>Nairobi the capital city of Kenya – or – Mogadishu the capital city of Somalia – or – Abuja the capital city of Nigeria – or – another city outside Europe</i> <i>(resources – The Horniman museum – School Learning sessions: Ancient Benin, Around Africa)</i></p> <p>Can they say what they like and don't like about their locality and another locality like Nairobi/Mogadishu//Abuja? How would the experiences of a holiday maker in London &amp; a holiday maker in Nairobi/Mogadishu//Abuja compare? Can they explain how the jobs people do may be different in different parts of the world Can they explain how the weather affects different people? 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 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? Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe? Can they describe some human features of their own locality, such as the jobs people do? Can they explain what facilities a town or village might need? 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? Can they locate some of the world's major rivers and mountain ranges?</p>	
<p>E-safety</p>	<p><b>Knowledge &amp; understanding</b> Can they understand the different methods of communication (e.g. email, online forums etc)? Do they know you should only open email from a known source? Do they know the difference between email and communication systems such as blogs and wikis? Do they know that websites sometimes include pop-ups that take them away from the main site? Do they know that bookmarking is a way to find safe sites again quickly?</p>	

	<p>Can they begin to evaluate websites and know that everything on the internet is not true?  Do they know that it is not always possible to copy some text and pictures from the internet?  Do they know that personal information should not be shared online?  Do they know they must tell a trusted adult immediately if anyone tries to meet them via the internet?</p> <p><b>Skills</b>  Can they follow the school's safer internet rules?  Can they use the search engines agreed by the school?  Can they act if they find something inappropriate on line or something they are unsure of (including identifying people who can help; minimising screen; online reporting using school system etc)?  Can they use the internet for learning and communicating with others, making choices when navigating through sites?  Can they send and receive email as a class?  Can they recognise advertising on websites and learn to ignore it?  Can they use a password to access the secure network</p>
Computing	<p><b>Digital Literacy (Online Safety) – Use Kidsmart (1 Week)</b>  <b>IT – Word Processing – Clicker 6</b></p>
Religious Education	<p><b>Kwanzaa</b>  What does it mean to celebrate?  Why do some people celebrate Kwanzaa?  What can we learn from the Kwanzaa story?  What do other people think about important values?  How can I express what values are important to me?</p>
Physical Education	<p><b>Acquiring and developing skills</b>  Can they copy and remember actions?  Can they repeat and explore actions with control and coordination?</p> <p><b>Evaluating and improving</b>  Can they talk about what is different between what they did and what someone else did?  Can they say how they could improve?</p> <p><b>Health and fitness</b>  Can they show how to exercise safely?  Can they describe how their body feels during different activities?  Can they explain what their body needs to keep healthy</p> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>• Can they use hitting, kicking and/or rolling in a game?</li> <li>• Can they stay in a 'zone' during a game?</li> <li>• Can they decide where the best place to be is during a game?</li> <li>• Can they use one tactic in a game?</li> <li>• Can they follow rules?</li> </ul> <p><b>Coach- Multi-skills</b></p>
Art & Design	<p><b>Picture This</b>  Drawing</p> <ul style="list-style-type: none"> <li>• Can they use pastels?</li> <li>• Can they show patterns in their drawings?</li> <li>• Can they use a viewfinder to focus on a specific part of a pattern before continuing it?</li> </ul> <p>Sketch book</p> <ul style="list-style-type: none"> <li>• Can they begin to demonstrate their ideas through photographs and in their sketch books?</li> <li>• Can they set out their ideas, using 'annotation' in their sketch books?</li> <li>• Do they keep notes in their sketch books as to how they have changed their work?</li> </ul> <p>Knowledge</p> <ul style="list-style-type: none"> <li>• Can they say how other artist/craft maker/designer have used colour, pattern and shape?</li> <li>• Can they create a piece of work in response to another artist's work?</li> </ul>
Design & Technology	<p><b>Developing, planning and communicating ideas</b>  Can they identify the features of a successful product?  Can they identify a purpose and a target group?  Can they think of ideas and plan what to do next?  Can they choose the best tools and materials? Can they give a reason why these are best?  Can they describe their design by using pictures, diagrams, models and words?  Working with tools, equipment, materials and components to make quality products  Can they join things (materials/ components) together in different  Evaluating processes and products  Can they explain what went well with their work?  If they did it again, can they explain what they would improve?</p> <p><b>Vehicles</b>  Use of materials</p> <ul style="list-style-type: none"> <li>• Can they measure materials to use in a model or structure?</li> <li>• Can they join material in different ways?</li> <li>• Can they use joining, folding or rolling to make it stronger?</li> </ul> <p>Construction</p> <ul style="list-style-type: none"> <li>• Can they make sensible choices as to which material to use for their constructions?</li> <li>• Can they develop their own ideas from initial starting points?</li> <li>• Can they incorporate some type of movement into models?</li> <li>• Can they consider how to improve their construction?</li> </ul>
Music	<p><b>ICT –Groovy Music</b>  <b>Performing</b>  -Do they sing and follow the melody (tune)?  -Do they sing accurately at a given pitch?</p>

