

Food Glorious Food!

<p>Literacy National Curriculum Year 2 Programme of Study;</p> <p>Text - "Lunchtime" by Rebecca Cobb Oral retell of stories. Plan and orally tell own stories. Identify and develop different forms of sentences – use of question marks and exclamation marks. Use of expanded noun phrases Use of speech bubbles and speech marks for direct speech. Story writing linked to Lunchtime text.</p> <p>Text - "The Ant and the Grasshopper" Oral retell of stories Use of time conjunctions. Use of commas in lists. Survival Instruction writing for grasshopper.</p> <p>Cross- curricular writing Recording science investigations. Evaluations of DT products.</p>	<p>Maths Maths National Curriculum Year 2 Programme of Study;</p> <ul style="list-style-type: none"> • Number Sense • Additive Reasoning • Multiplicative Reasoning • Geometric Reasoning - <p>Measures and Data linked to science and D.T. Represent and explain value of digits in 2-digit numbers in different contexts.</p>	<p>Computing 2Simple –Keyboard skills using 2Simple programmes. Use the keyboard to add, delete and space text for others to read.</p> <p>Use technology purposefully to create and organise digital content linked to science food groups.</p>	<p>D and T Design purposeful and appealing products for themselves – smoothies Select a range of tools and equipment to perform practical tasks – preparing fruit for smoothies. Evaluate their ideas and products against their own design criteria – smiley chart.</p>
<p>Science: Animals including Humans</p> <ul style="list-style-type: none"> • To find out about and describe the basic needs of humans for survival. • Discuss food groups & what each type of food is needed for. Draw representations of balanced diet. Food diary work. • Present through drawing the contents of a healthy lunch box. Design own. • Humans (and other animals) need exercise to be fit and healthy. Why is exercise important for our muscles, bones and heart. Investigate how exercise affects our bodies. Discuss children's favourite ways of exercising. • Discuss the importance of sleep in relation to basic needs of survival. Discuss how keeping clean also helps us to stay healthy. Investigate hand washing. Discuss how medicines can also help us to stay well. 	<p>Art and Design Use a range of materials creatively to design and make scare crows To use sculpture to develop and share their ideas experiences and imagination in the form of Autumn tile reliefs Use a range of materials creatively to design and make 'tie dye' bunting.</p>	<p>Music Charanga Unit Autumn 1 "Hands, Feet, Heart" Charanga (music programme) –play tuned and un-tuned instruments to accompany their African singing. Listen with concentration and understanding to a variety of African Music. Use voices expressively and creatively by singing songs.</p>	
<p>History: To be covered next half term</p>	<p>MFL Not applicable in KS 1</p>	<p>PE Fundamental movement skills – core stability focus linked to Gymnastics Games – Ball skills; throwing and catching in isolation, pairs and small groups.</p>	
<p>Geography To be covered next term</p>	<p>RE Beliefs and Stories in Christianity - Judaism -</p>	<p>PSHE SEAL - New beginnings Setting goals, rules, feelings, perseverance, resilience</p>	

To Infinity and Beyond!

<p>Literacy/Cross- curricular writing opportunities Explorers Day Word level/sentence work: Identify feelings of when we were explorers – robust vocabulary of feelings words. Explore how explorers move – robust vocabulary verbs and adverbs. What did we find when we were explorers – work on using adjectives to write expanded noun phrases. Use feelings/verbs/adverbs and expanded noun phrases to write diary entry as an explorer. Cross curricular link: Design poster recruiting crew member for their Sir Francis Drake’s ship.</p> <p>Finding and writing facts about space exploration. Robust vocabulary of technical words related to space exploration.</p>	<p>Maths National Curriculum Year 2 programme of study;</p> <ul style="list-style-type: none"> • Number Sense • Additive Reasoning • Multiplicative Reasoning • Geometric Reasoning 	<p>Computing Programming – Understand what algorithms are and that programmes work by following precise and unambiguous instructions. Children give and follow instructions for a range of non-computer based activities. Explore Beebot movements – which buttons have to be pressed to make Beebot move in variety of directions. Talk about the algorithm that will move Beebot to a specific position.</p>	<p>D and T Design purposeful and functional products based on design criteria. (A space suit for teddy going into space.) Select from and use a range of tools and equipment to make the teddy suit. E.g. Select from a range of materials including textiles according to their suitability for the spacesuit. Evaluate their ideas against design criteria.</p>
<p>Science: Animals including Humans</p> <p>Blocked science in previous half term.</p>		<p>Art and Design Use drawing to develop and share ideas, experiences and imagination. Develop a range of art and design techniques in line, shape and form. Develop skills and techniques to draw self- portraits.</p>	<p>Music Charanga – Journeys – Ship on the Ocean Use voices expressively by singing songs. Play tuned and un-tuned instruments musically. Use the above skills to perform Ship on the Ocean song to each other.</p>
<p>History: Lives of Significant Individuals who have contributed to national and international achievements – Sir Francis Drake and Neil Armstrong Significant historical events: First circumnavigation of the globe, first moon landing.</p> <ul style="list-style-type: none"> • What famous people do we know? What are they famous for? What is an explorer? What does an explorer do? Do we know of any explorers? (PowerPoint) Create timeline of 4 or 5 famous explorers. (e.g. Sir Francis Drake, Vasco da Gama, Francis Drake, Ranulph Fines, Neil Armstrong, Sir Edmund Hilary, Amelia Earhart) • Explorers Day – discovering things in the environmental area. How does it feel to discover something new? Dress up as an explorer for the day. • Comparison of old/new explorers – food, clothing, equipment, conditions - news reporter interview as culmination of knowledge and understanding. 		<p>MFL Not applicable in KS 1</p>	<p>PE Fundamental motor skills – link to dance Dance linked to explorers work with Tom Mercy (Teign SSCO) Perform dance using simple movement patterns. Games – Ball skills – master basic movements and skills including throwing and catching in small groups and pairs.</p>
<p>Geography</p> <ul style="list-style-type: none"> • Name and locate the world’s seven continents. • Use basic geographical vocabulary • Use world maps to locate the United Kingdom as well as countries, continents and oceans. • Where in the world did Columbus sail? Look at his journeys on world map. 		<p>RE Continue with Believing/Stories unit started last half term. The Prodigal Son The Creation Story</p>	<p>PSHE Circle time – Star of the Week Good to be Me – Talking about emotions. Thinking about what we are good at and what we find difficult. Perseverance.</p>