

# Year 2

## Fabulous Forests

### Literacy

- **Develop vocabulary and understanding by being introduced to non-fiction books that are structured in different ways.**
- **Discuss and clarify the meanings of words, linking new meanings to known vocabulary.**

Compare and talk about the key features of fiction and non-fiction texts. Identify and use key features of non-fiction texts. Write sentences to explain the features identified, using commas in a list (link to grammar work).

- **Use sentences with different forms: statement, question, command, exclamation**

Find examples of statements in non-fiction texts; write own statements. Ask and write questions about what we have read. Write commands as an instructional text, using imperative verbs (link to science work).

- **Write narrative about personal experiences.**
- **Plan or say out loud what they are going to write, write down ideas and/or key words including new vocabulary and encapsulate what they want to say, sentence by sentence.**
- **Make simple additions, revisions and corrections to their own writing**
- **Use expanded noun phrases to describe and specify.**
- **Use conjunctions for coordination (and, but, or) and subordination (when, if, that, because)**

Using the text 'The Great Kapok Tree' by Lynne Cherry, children to write their own version of the story, changing the setting from the rainforest to a British woodland.

### Grammar

- **Use expanded noun phrases to describe and specify.**
- **Use conjunctions for coordination (and, but, or) and subordination (when, if, that, because)**
- **Use sentences with different forms: statement, question, command, exclamation.**

### Writing across the curriculum

- **Write for different purposes**

Research and write non-fiction booklet on orangutans (link to geography work on rainforests of Borneo).

Write a thank-you letter to the staff at the Eden Project, following trip (03.05.16).

Write a recount of trip to Eden Project.

### Maths

- Recognise, find, name and write fractions  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity.
- Write simple fractions and recognise the equivalence of  $\frac{1}{2}$  and  $\frac{2}{4}$ .
- Count forwards and backwards in 1s, 2s, 3s and 5s from 0 and in 10s from any number.
- Explain the value of 2-digit numbers in different contexts, order and compare 2-digit numbers and place them on a number line justifying their reasoning.
- Solve addition and subtraction problems, mentally and with recording, in different contexts and choosing and using what they know and understand.
- Represent and explain their maths work in different ways and justify their solutions.

### Geometric reasoning

- Recognise and identify 2D and 3D shapes in different orientations in their environment and explain the properties of shapes using correct vocabulary: sides, length of sides and line symmetry for 2D shapes and faces, vertices and edges for 3D shapes.
- Describe and explain movement in different contexts, connecting quarter and half turns to telling the time and turning clockwise and anti-clockwise.

### Multiplicative reasoning

- Recognise and explain the difference between odd and even numbers and identify large multiples of 2 using this knowledge.
- Solve and record multiplication and division problems (2s, 3s, 5s and 10s) in different contexts, choosing from and using what they know and understand.
- Use arrays and other representations to explain their maths and justify their solutions.

### Maths across the curriculum

Use appropriate measuring equipment to track and record the growth of different plants (Science)

Construct and interpret simple tally charts and block graphs to record the growth of plants. (Science)

### Computing

- **Use technology purposefully to create, organise, store, manipulate and retrieve digital content.**

Children to create a poster comparing British Woodland with Rainforest. Search for a picture on the internet, copy and paste onto a Word document (or similar) resize and position on the page, add a title/label, save and retrieve.

- **Use technology safely and respectfully, keeping personal information private,; identify where they go for support and when they have concerns about content or contact on the internet or other online technologies.**

Follow the SWGFL Digital Literacy and Citizenship scheme of learning based on Internet Safety, covering the following areas: staying safe online, understanding the digital trail, exploring cyber bullying, keyword searching safely, identifying useful and quality appropriate websites.

### D and T

- **Use the basic principles of a healthy and varied diet to prepare dishes.**
- **Understand where food comes from.**

### Research/Design

Research and design possible dishes that can be made using ingredients grown in the environmental area (link to Science)

### Make

Cook/create a healthy dish using grown ingredients and adapting known recipes.

### Evaluate

Evaluate dishes made using senses, against success criteria.

### Technical Knowledge

Correct use of utensils and other kitchen equipment.

	Use of positional and directional language to describe routes on a map. (Geography)		
<p><b>Science</b> <b>Plants</b></p> <ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants.</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul> <p>Discuss and name common plants and their uses; look at the structure of plants including stem, leaf, flower, root etc; look at characteristics of living things; investigate different growing conditions that enable plants to grow healthily (understand the need for water, sunlight and air); make predictions based on prior knowledge; examine seeds and bulbs to identify differences; record changes.</p> <p><b>Living Things and their habitats</b></p> <ul style="list-style-type: none"> <li>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs for different kinds of plants and animals and how they depend on each other.</li> <li>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain.</li> <li>Identify and name different sources of food.</li> </ul> <p>Recap basic needs of plants and animals in order to stay healthy; habitat hunt around the school and environmental area; observe bug hotel; compare habitats found in school environment with woodland habitat; identify creatures/wildlife we can find in different habitats; compare animals and plants found in local habitat with those in a rainforest; enquiry: woodlice habitat. Which habitat type do they choose; make predictions; write up investigation; introduce simple vocabulary linked to food chains; investigate simple food chains.</p>	<p><b>Art and Design</b></p> <ul style="list-style-type: none"> <li>Use drawing to develop and share their ideas, experiences and imagination.</li> </ul> <p>Observational drawings of seeds and plants at different growth stages.</p> <ul style="list-style-type: none"> <li>Develop a range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>Learn about the work of different artists, describing the differences and similarities between different practices and disciplines.</li> </ul> <p>Children develop views on the painting 'The Equatorial Jungle' by Henri Rousseau. Look at the different shaped leaves and flowers in the painting. Practice drawing using oil pastels. Children create oil pastel drawing of 'The Equatorial Jungle' by Henri Rousseau, focussing on shape, position and colour.</p>	<p><b>Music</b></p> <p>Play tuned instruments; Use voices expressively – chants; Experiment, create, select, combine sounds.</p> <p><b>(Continued from Spring Term)</b></p> <ul style="list-style-type: none"> <li>Follow lessons outlined in Charanga – 'Glockenspeil Stage 1'</li> </ul>	
<p><b>History</b> (History covered in previous terms)</p>	<p><b>MFL</b></p> <p>MFL not a curriculum requirement in Key Stage 1.</p>	<p><b>PE</b></p> <p>Fundamental motor skills:</p> <ul style="list-style-type: none"> <li>Manipulative – developing skills of throwing, catching, striking with hands, striking with an implement, fielding and trapping with feet.</li> </ul> <p>Gymnastics:</p> <ul style="list-style-type: none"> <li>Create and perform a simple sequence of different gymnastic elements smoothly and with control.</li> </ul> <p>Games:</p> <ul style="list-style-type: none"> <li>Participate in team games, developing simple tactics for attacking and defending. Play simple invasion games (throwing and catching) and net-type games (racket skills)</li> </ul> <p>Swimming and water safety:</p> <ul style="list-style-type: none"> <li>Swim competently, confidently and proficiently (over a distance of at least 25 metres.)</li> <li>Use a range of strokes effectively.</li> <li>Perform safe self-rescue in different water-based situations.</li> </ul>	

### Geography

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country.
- Use world maps, atlases and globes to identify the United Kingdom, countries, continents and oceans.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
- Use aerial photographs to recognise landmarks and basic human and physical features; devise a simple map and use and construct basic symbols in a key.

Recap continents and oceans by exploring maps/atlas/globes to identify the continents and oceans. Mark on a world map. Focus in on United Kingdom. Children identify the countries within the United Kingdom and capital cities. Label on map of United Kingdom.

Look at aerial photographs/use Google Earth of Chudleigh/the school grounds. Identify physical and human features. Construct own map of the school/area of the school grounds.

Compare features of British woodland and the rainforests of Borneo, thinking about flora and fauna, the weather, location in the world, size etc.

Walk to Chudleigh woods to observe wildlife, plants etc. Link with mapwork. Construct a simple map.

### RE

#### **Leaders and Teachers (Continued from Spring Term)**

##### AT1

- Explore a range of religious stories and sacred writings, and talk about their meanings.
- Identify the importance, for some people, of belonging to a religion and recognize the difference this makes to their lives.

##### AT2

- Ask and respond imaginatively to puzzling questions, communicating their ideas.
- Recognize that religious teachings and ideas make a difference to individuals, families and the local community.

#### **Symbols**

##### AT1

- Recognize that religious teachings and ideas make a difference to individuals, families and the local community. Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.
- Identify and suggest meanings for religious symbols and begin to use a range of religious words.

##### AT2

- Reflect on and consider religious and spiritual feelings, experiences and concepts, such as worship, wonder, praise, thanks, concern, joy and sadness.

### PSHE/SEAL-

#### **Relationships**

Children will look at some of the feelings that are associated with close relationships, particularly in the family and with friends. Scenarios that explore how we feel when someone is more successful or luckier than us will be examined. This includes feeling jealous and feeling proud on their behalf. Children will think about feelings of hurt, in themselves and others, and how to manage these feelings.

They will be given the opportunity to use a story about a cat leaving home to explore the uncomfortable feelings associated with being left and experiencing a loss. They will explore how sometimes those whom we love and who love us leave us.

#### **Changes**

The children will focus on understanding feelings associated with changes in their lives.

They will distinguish between natural developmental change, changes we choose and changes we make happen. They will revisit and develop strategies for making changes happen, such as making a plan and identifying obstacles, building on the skills and concepts introduced in previous years. Issues of responsibility are raised. Children will have the opportunity to make change happen in the classroom, as a group working cooperatively.