



## English

### Unit 2 – Multi-genre - Helping Bob

Teaching particular text types is more engaging for pupils when set in meaningful and purposeful contexts. For this unit, pupils are involved in writing for 'real' purposes using the fiction book: *Man On The Moon* by Simon Bartram. Pupils are asked to help Bob with various tasks that demand using and applying the text types they explored in Year 1 as well as being introduced to new forms of writing.

#### Curricular aims of this unit:

- To experience working with a range of texts for different purposes
- To appreciate how setting can influence a character's actions and behaviour
- To justify like/dislikes of characters and what they bring to the story
- To recognise common structural elements of a range of text types
- To use time connectives for sequencing talk and writing
- To use command words when giving and writing instructions
- To recognise common structural elements and language of fairy tales.
- To use reading as basis for written versions of stories.

### Unit 3– Poetry

This Poetry unit encourages pupils to listen to, read and respond to strong rhymes and patterns, and to explore different forms of poetry. Pupils should be encouraged to join in and enjoy playing with words, rhythm and language. Use every opportunity to engage pupils in 'performance' on their own and collaboratively, including where appropriate singing, doing actions and acting out. The rhyme and pattern structures and frames are used to support their own poetry writing. Pupils will be taught poetry terms and encouraged to use these in discussion – line, verse, repetition, rhyme, rhythm, alliteration, simile, riddle, adjectives, verbs and couplets.

#### Curricular aims of this unit:

- To enhance spoken language through developing enunciation skills and acquiring new and unusual vocabulary.
- To listen to, join in and appreciate poetry, identifying rhythm, rhyme and pattern.
- To recite some poems by heart.
- To explore structures and patterns and identify key information and themes.
- To watch/listen to poets reading and reciting their own work. Comment on likes/dislikes.
- To read a variety of rhymes and poems in shared, guided and independent reading. Explore similarities and differences, language and presentation.
- To use reading of poetry as a basis for writing own rhymes and poems.

The following will be taught and consolidated throughout the year:

#### • Phonics and Spelling

- Apply phonic skills to decode new words until this has become embedded and reading is fluent.
- Blend sounds to read words containing known spelling patterns.
- Read words of 2 or more syllables.
- Read words with common suffixes e.g. Ing, ed, ment.
- Read common exception words for Year 2.
- Read aloud familiar books at an appropriate level.
- Reread books to build fluency.
- Segment spoken words into phonemes to attempt spelling.
- Learn different ways of spelling the same phonemes e.g. igh/ie
- Spell common exception words for Year2.
- Write simple dictated sentences that include familiar spelling patterns and common exception words.

#### • Grammar and Punctuation

- Use capital letters, commas in lists, exclamation marks, and question marks correctly.
- Write different types of sentences e.g. statements, questions, exclamations and commands.
- Write expanded noun phrases.
- Use past and present tense correctly.
- Use conjunctions such as and, but, because and or.
- Use grammar terminology for Year 2.
- Use features of standard written English.

#### • Handwriting

- Form lower case letters correctly.
- Start to use joined handwriting.
- Write letters and numbers the correct size.
- Use finger spaces consistently and accurately.

Additionally, each class studies a class book during BREAK (Berkswell reads for Enjoyment and Knowledge) sessions. This term, children in Year 2 will be reading **Little Foxes by Michael Morpurgo**.

## Maths

### Number and place value

- Use place value and number facts to solve problems.
- Count in steps of 2, 3, and 5 from 0, and count in tens from any number, forward or backward.
- Recognise the place value of each digit in a two-digit number (tens, ones).
- Identify, represent and estimate numbers using different representations, including the number line.
- Compare and order numbers from 0 up to 100; use  $<$ ,  $>$  and  $=$  signs compare and order lengths, mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$ .
- Read and write numbers to at least 100 in numerals and in words.

### Addition, subtraction, multiplication and division

- Solve simple problems with addition and subtraction using objects and pictures, including those involving numbers and measures.
- Apply increasing knowledge of mental and written methods.
- Recall and use addition and subtraction facts to 20 fluently, find out and use related subtraction facts up to 100.
- Add and subtract numbers using objects, pictures, and using mental methods, including:
  - A two-digit number and ones
  - A two-digit number and tens
  - Two two-digit numbers
  - Adding three one-digit numbers
- Show that addition of two numbers can be done in any order and subtraction another cannot.
- Recognise and use the inverse relationship between addition and subtraction to check calculations and missing number problems.

### Multiplication and division

- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts.
- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals ( $=$ ) signs
- Recognise and use the inverse relationship between multiplication and division in calculations
- Show that multiplication of two numbers can be done in any order and division of one number by another cannot

### Statistics

- interpret and construct pictograms, tally charts, block diagrams and simple tables.
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask and answer questions about totalling and comparing data.

### Fractions

- Recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity.

### Measures

- Solve simple practical problems involving addition and subtraction of money.
- Choose and use appropriate standard units to estimate and measure length/height.
- Read relevant scales to the nearest numbered unit.
- Compare and order lengths and record the results using  $>$ ,  $<$  and  $=$ .
- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value and match different combinations of coins to equal the same amounts of money; add and subtract money, including giving change.
- Compare and sequence intervals of time
- Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.
- Know the number of minutes in an hour and the number of hours in a day.

### Geometry

- identify and describe the properties of 2-D shape, including the number of sides, corners and symmetry in a vertical line
- Compare and sort common 2-d and 3-d shapes and everyday objects.
- Order and arrange combinations of mathematical objects in patterns
- Use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise), and movement in a straight line.

## Science

### Unit 1 Local habitats

This unit is intended to be taught across the whole year. Pupils visit the same habitats and microhabitats at different times of year and explore changes.

#### Key Concepts

1. That the area where living things live and feed is called a habitat
2. That within habitats there are microhabitats that support living things.

### Unit 3 Living Things

Pupils classify things as living, once alive and never alive. They learn about the characteristics of living things. They look for characteristic of life in plants and establish that plants are living things.

#### Key Concepts

1. That objects can be classified as living things, things that were once alive and things that have never been alive.
2. That life is characterised by a series of processes that are common to all living things, including plants.

### Unit 2 Animals and their needs

In this unit pupils begin by learning about the stages of human growth. They learn that animals grow until they are adult and that that different animals start life in different forms, some as eggs and some as live births and they look at the needs of the young of different species.

#### Key concepts

1. Animals grow from juveniles into mature adults.
2. Mammals give birth to live young but other animals lay eggs.
3. Many immature animals including humans need care in order to mature but others grow up independent of their parents.
4. A good diet, hygiene and exercise are important for maintaining good health.

## Computing

### We are photographers

In this unit, children will review photos online, practise using a digital camera, take photos to fit a given theme, edit their photos and select the best images to include in a shared portfolio.

### We are researchers

In this unit, the children will research a topic – safely, effectively and efficiently – using a structured approach (mind mapping). They will share their findings with others through a short multimedia presentation.

## History

### Intrepid explorers

In this unit, the children learn about the space race. In particular, they will learn to research and use these skills to find out about Neil Armstrong and the first moon landing.

## Geography

### Where do I live? The United Kingdom

Children use atlases to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas, They learn about different locations in the United Kingdom, identifying their physical and human features and comparing these to Berkswell.

## Music

**Animals:** Animal movement is linked with pitch in this unit, to help children develop understanding and recognition of changing pitch. Children interpret pitch line notation using voices and tuned instruments.

**Number:** In this unit, the children explore steady beat and rhythm patterns. They play beats and patterns from Renaissance Italy to West Africa, and create their own with body percussion, voices and instruments.

**Story time:** This unit introduces children to famous pieces to stimulate composition. The children interpret a storyboard with sound effects, and develop their own ideas using voices and percussion.

**Seasons:** The children develop understanding of pitch through movement, songs and listening games. They become familiar with pitch shapes and perform them in a variety of musical arrangements.

## Art

### Space Art

Children study the work of the artist Wassily Kandinsky focusing particularly on Concentric Circles using his style to produce artwork linked to space.

## D&T

### Space Buggies

In this unit children will be taught to identify the different parts of vehicles and construct a working axle and chassis. They will use these skills to design, make and evaluate a space buggy.

## French

Pupils are introduced to basic French phrases and key vocabulary through the use of songs and games.

## Physical Education

The Children will be taught a 'Real PE' session each week which focuses on the development of the fundamental movement skills.

### Real PE - Unit 3

The children will develop the following fundamental movement skills:

Cognitive skills with a physical focus on Dynamic and static balance.

### Real PE – Unit 4:

The children will develop the following fundamental movement skills:

Creative skills with a physical focus on co-ordination and ball skills.

### Dance – Reach for the Stars

The children will learn to choreograph a group dance and perform to music. They will record their dances and learn to evaluate their and other's work.

### Gym – Parts High and Parts Low

Children will be taught to travel and balance confidently showing different parts of the body high or low. They will link movements together and adapt their work for the floor or apparatus as appropriate.

## Religious Education

### Unit 3: People Praying

This strand looks in particular at the different sections of the Lord's Prayer and explores ways in which different people pray.

### Unit 4: Sacrifice

This strand looks at ways people make sacrifices for others. We will focus particularly on the Easter story and the sacrifice that Jesus made.

## PSHE

### *PSHE- The Jigsaw Approach*

Jigsaw brings together PSHE Education, emotional literacy, mindfulness, social skills and spiritual development. Jigsaw is designed as a whole school approach with all year groups working on the same theme (Puzzle) at the same time.

The children will cover two themes (puzzles) this term:

### **Dreams and Goals:**

This theme (puzzle) aims to help children think about their hopes and dreams, their goals for success, what personal strengths are, and how to overcome challenges, via team work skills and tasks. There is also a focus on enterprise and fundraising.

### **Healthy Me:** This theme (puzzles) covers two main areas of health:

Emotional health (relaxation, being safe, friendships, mental health skills, body image, and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, medicines and being safe) in order for children to learn that health is a very broad topic.

