

Literacy Links

History

James and the Giant Peach

Phonological knowledge and handwriting will continue to be developed throughout Year 2.

Reading

Pupils will be taught to
 Read accurately words of two or more syllables that contain familiar graphemes.
 Read words containing common suffixes.
 Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
 Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
 Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

Pupils will:
 Check that the text makes sense to them as they read, correcting inaccurate reading.
 Answering and asking questions and predicting what might happen on the basis of what has been read so far.
 Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
 Be encouraged to make links between different books by the same author, looking for similarities and differences.

Pupils will be taught to:
 Use the contents pages/menus and alphabetically ordered texts, for example dictionaries, encyclopedias, indexes, directories, registers.
 Locate definitions/explanations in dictionaries and glossaries, and scan texts to find specific sections, for example key words or

Intrepid Explorers

The children will learn about the lives of significant individuals in the past who have contributed to national and international achievements.

Pupils will develop an awareness of the past, using common words and phrases relating to the passing of time.
 They will learn where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
 They will learn to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
 They will find out some of the ways in which we find out about the past and identify different ways in which it is represented.

- They will look at:
- events beyond living memory that are significant nationally or globally
 - the lives of significant individuals in the past who have contributed to national and international achievements.
- They will:
- place events and objects in chronological order
 - recognise why people did things, why events happened and what happened as a result
 - identify differences between ways of life at different times.
 - identify and describe what places are like
 - find out about the past from a range of sources
 - select from their knowledge of history and communicate in a variety of ways
 - identify and describe reasons for, and results of events and changes.
 - describe and make links between events, and changes

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phrases, subheadings, and skim-read title, contents page, illustrations, chapter headings and sub-headings to speculate what a text might be about and evaluate its usefulness for the research in hand.

Writing

Writing for different purposes.

Pupils will consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

Pupils will be taught to vary their writing to suit the purpose and reader.

They will use the texts they have read as models for their own writing.

Pupils will make simple notes from non-fiction texts, for example key words and phrases, page/web references, headings, to use in subsequent writing.

They will write simple information texts incorporating labeled pictures and diagrams, charts, lists as appropriate.

Pupils will draw on knowledge and experience of texts in deciding and planning what and how to write.

Grammar

Pupils will be taught to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).

They will learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form

across periods

- recognise the past is represented and interpreted in different ways, and give reasons for this
- use a variety of sources to find out about events, people and changes

Children will learn about significant historical events, people and places in their own locality during a trip to Kingston town center.

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- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- features of written Standard English
- use and understand appropriate grammatical terminology when discussing their writing.

Numeracy Links

Geography

Fractions, Time, Statistics and Position and direction

Pupils will be taught to:

Fractions

Identify parts and wholes

Identify equal and unequal parts

Recognise and find a half

Recognise and find a quarter

Recognise and find a third

Understand and describe fractions as unit or non-unit fractions

Recognise the equivalence of a half and two quarters

Recognise and find three quarters

Count in fractions up to a whole

Time

Identify O'clock and half past

Identify quarter past and quarter to

Tell time past the hour

Tell time to the hour

Tell the time to 5 minutes

Know how many minutes there are in an hour

Know how many hours there are in a day

Statistics

Make tally charts

Use tables

Understand block diagrams

Draw and interpret pictograms (1-1)

Draw and interpret pictograms (2, 5 and 10)

Position and direction

Jamaica

Children will 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. They will develop knowledge about diverse places, people, resources and natural and human environments.

They will identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator.

They will identify key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

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Use the language of position
Describe movement and turns
Identify shape patterns with turns

They will compare, describe and solve practical problems relating to Jamaica and James and the Giant Peach:
time [for example, quicker, slower, earlier, later]
sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]

Computing

iProgram2

In this unit, children will learn how to create projects, add characters, and how to use the programming blocks to make characters animate on screen. They will explore coding and computational thinking practices as they use technology as a tool for creativity, expression and learning with Scratch.

iPub

In this unit the children embark on a journey through the history of computing by researching the remarkable advances computing and technology has made throughout time.

The children will present their findings and develop their digital literacy skills by producing multi-media interactive eBooks.

Art / D & T

Art

Craft and Design: Map it Out

Pupils will be taught to:

- Sort map images into groups, explaining their choices.
- Draw a map of their journey to school, including key landmarks and different types of mark-making.
- Follow instructions to make a piece of felt that holds together and resembles their map.
- Decide how to place 'jigsaw' pieces to create an abstract composition.
- Make choices about which details from their map to include in a stained glass.
- Cut cellophane shapes with care and arrange them into a pleasing composition.
- Design a print with simple lines and shapes, making improvements as they work.
- Follow a process to make and print from a polystyrene tile.
- Choose a favourite artwork, justifying their choice.
- Annotate their favourite artwork with relevant evaluation points.
- Take an active part in decisions around how to display their artworks in the class gallery.

DT

Structure: Baby Bear's Chair

Pupils will be taught to:

- Identify man-made and natural structures.
- Identify stable and unstable structural shapes.
- Contribute to discussions.
- Identify features that make a chair stable.
- Work independently to make a stable structure, following a demonstration.
- Explain how their ideas would be suitable for Baby Bear.
- Produce a model that supports a teddy, using the appropriate materials and construction techniques.
- Explain how they made their model strong, stiff and stable.

Science

PE / Games

Plants

- Observe and describe how seeds and bulbs grow into mature plants
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
- Recognise that plants need light and water to grow.
- Recognise and name the leaf, flower, stem and root of flowering plants.
- That seeds grow into flowering plants.
- Find out about the different kinds of plants and animals in the local environment.
- Care for the environment.

Scientific Enquiry

Pupils will;
 collect evidence by making observations or measurements when trying to answer a question
 use first-hand experience and simple information sources to answer questions
 explore using the senses of sight, hearing, smell, touch and taste as appropriate and make and record observations and measurements
 make simple comparisons and identify and make simple patterns or associations.

Sending and receiving

Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will build on their knowledge of sending and receiving by applying their skills in different situations.

Gymnastics

In this unit pupils learn, explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high-quality performance.

Striking and Fielding

In this unit, pupils develop their understanding of the principles of

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striking and fielding games. They develop the skills of throwing and catching, tracking and retrieving a ball and striking a ball. They begin to self-manage small sided games. Pupils learn how to score points and play to the rules. Pupils will begin to think about how to use skills, strategies and tactics to outwit the opposition appropriate to the situation.

Athletics

In this unit, pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.

MFL

Music Links

Pupils will use their knowledge of English/other languages in learning French.
Children will be continuing have opportunities to count to 20, learn the days of the week, months of the year and vocabulary relating to weather, clothing and classroom objects.

Orchestral instruments

To be able to recognise timbre changes and structural features in music they listen to.
To listen to and recognise instrumentation.
To begin to use musical vocabulary to describe music.
To suggest improvements to their own and others' work.
To choose appropriate dynamics, tempo and timbre for a piece of music.
To know that musical instruments can be used to create 'real life' sound effects.
To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece.
To know that stringed instruments, like violins, make a sound when their strings vibrate.
To know that a brass instrument is played by vibrating your lips against the mouthpiece.
To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches

West African Call and Response Song

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To be able to play in time with their group.

To successfully sing back the melody line in time and at the correct pitch.

To play either a call and/or response role in time with another pupil.

To be able to use letter name and graphic notation to represent the details of their composition.

To be able to use their voices expressively when singing, including the use of basic dynamics (loud and quiet).

To sing short songs from memory, with melodic and rhythmic accuracy.

To know that dynamics can change the effect a sound has on the audience.

To know that the long and short sounds of a spoken phrase can be represented by a rhythm.

To understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song.

To understand that the tempo of a musical phrase can be changed to achieve a different effect.

To understand that an instrument can be matched to an animal noise based on its timbre.