

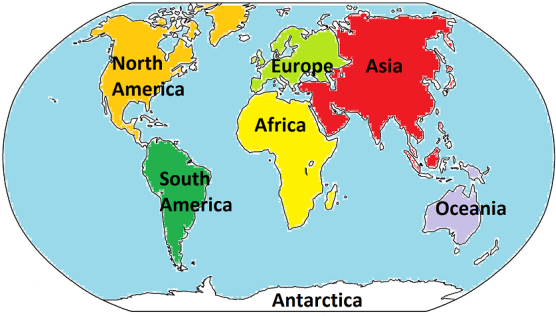





What a
wonderful
world!

Year: 2

Term: Spring Term 2

Tier 1 (known words)	Tier 2 (Sentence and visual)	Tier 3 (Specialist words)
Hot Cold Country Photograph Weather House Transport Shop School Season River	<p>Mountain: I climbed to the top of the <i>mountain</i>.</p>  <p>Landmark: There are several famous landmarks in China.</p>  <p>Continent: There are seven continents in the world.</p>  <p>City: It was the largest <i>city</i> in the country.</p> 	North Pole South Pole Equator Europe Climate Physical feature Human feature



English (Objectives)

Reading:

- Re-read books to build up fluency and confidence in word reading.
- Read frequently encountered words quickly and accurately without overt sounding and blending.
- Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and classic poetry
- Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports.
- Discuss and clarify the meaning of words, linking new meanings to known vocabulary
- Identify, discuss and collect favourite words and phrases
- Make inferences on the basis on what is said and done
- Identify how specific information is organised within a non-fiction text e.g. sub-headings, contents, bullet points, glossary, diagrams.
- Explain and discuss their understanding of books and poems

Writing :

- Make simple notes from non-fiction texts, e.g. highlighting and noting key words.
- Write about real events, recording these simply and clearly.
- Use question marks.
- Use present tense for non-chronological reports and persuasive adverts.
- Explore the progressive form of verbs in the present tense (e.g. she is drumming)
- Use subordination for time using when, before and after
- Use subordination for reason using because/if
- Write sentences with different forms: statement, question, exclamation
- 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
- develop positive attitudes towards and stamina for writing by: writing about real events and writing for different purposes
- make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils, re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form and proof-reading to check for errors in spelling, grammar and punctuation
- apply spelling rules and guidance learned so far in their writing

R.E (unit) - Lancashire Agreed Syllabus

Islam

Why do Muslims believe it is important to obey God?

Maths (Red Rose Maths)

Week 1— Multiplication and division

Week 2— Length

Week 3— Addition and Subtraction

Week 4—2D and 3D shapes

Week 5— Fractions, Position and Direction

Week 6— Time

Science (Objectives) – Plants

Knowledge:

- 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.

Skills:

Questioning: asking simple questions and recognizing that they can be answered in different ways

Planning: Performing simple tests

Measuring: Observing closely, using simple equipment

Recording: Gathering and recording data to help in answering questions, identifying and classifying

Concluding: Using their observations and ideas to suggest answers to questions

Humanities (Geography)

Place Knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country (Colne, UK and Shanghai, China)

Locational Knowledge

- Find where they live on a map of the UK.
- Identify where the equator, north-pole and south-pole are on a globe or atlas

Human and Physical Geography

- Identify hot and cold areas of the world in relation to the Equator and the North and South Poles.

- Use key physical features vocabulary, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the chosen country for non-European study
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features

Arts

DT

Food

- Develop a food vocabulary using taste, smell, texture and feel.
- Group familiar food products e.g. fruit and vegetables.
- Explain where food comes from.
- Cut, peel, grate, chop a range of ingredients.
- Work safely and hygienically.
- Understand the need for a variety of foods in a diet.
- Measure and weigh food items, non statutory measures e.g. spoons, cups.

Evaluation of existing products

- Explore existing products and investigate how they have been made.
- Decide how existing products do/do not achieve their purpose.
- Talk about their design as they develop and identify good and bad points.
- Note changes made during the making process as annotation to plans/drawings.

Design

- Use pictures and words to convey what they want to design/make.
- Propose more than one idea for their product.
- Use kits/reclaimed materials to develop more than one idea; model ideas with kits, reclaimed materials.
- Select pictures to help develop ideas.
- Use drawings to record ideas as they are developed.
- Talk about their design as they develop and identify good and bad points.
- Note changes made during the making process as annotation to plans/drawings.
- Add notes to drawings to help explanations.
- Describe their models and drawings of ideas and intentions.

Make

- Discuss their work as it progresses.
- Select materials from a limited range that will meet the design criteria.
- Select and name the tools needed to work the materials.
- Explain what they are making.
- Explain which materials they are using and why.
- Name the tools they are using.
- Describe what they need to do next.

Evaluate

- Say what they like and do not like about items they have made and attempt to say why.
- Discuss how closely their finished product meets their design criteria and how well it meets the needs of the user.

Music (Unit)

Sing Up- Orwa/Trains

Computing (Teach Computing Scheme)

Data and Information- Pictograms

Health

PSHE (Unit- Staying Healthy)

- Sleep and rest are needed for keeping healthy
- Routines of brushing teeth and visiting the dentist
- Food and drink that can affect dental health

P.E (Unit)

Games: Net Wall/ Dance