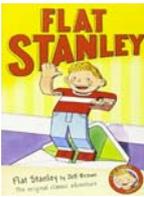
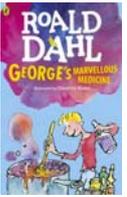
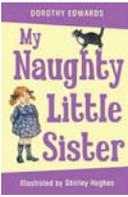
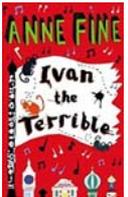
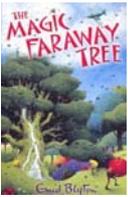


Year Two - Term 1 - Health and Growth

Writing Map		Reading Spine				
English	Theme	Health and Growth				
	Main Text	The Tiger Who Came to Tea The Tiger Who Came to Tea  Judith Kerr				
	Story plot and focus	Meeting tale Focus: openings				
	Poetry Unit	Poem to recite: Tiger by Mary Anne Hoberman				
	Non-fiction Unit	Invitation to come to tea (letter) Writing Assessment				
Mathematics	Numbers within 100 Add and subtract 2-digit Addition and subtraction word problems Multiplication and division 2, 5 and 10 multiplication tables					
Science	<p>Working scientifically</p> <p>Links to the statutory programme of study:</p> <ul style="list-style-type: none"> • Can they ask simple questions, recognising that they can be answered in different ways? • Can they observe closely, using simple equipment? • Can they use their observations and ideas to suggest answers to questions? <p>Non-statutory notes & guidance:</p> <ul style="list-style-type: none"> • Can they observe (through video or first-hand observation & measurement) how different animals (including humans), grow & change? • Can they raise questions about what different animals (including humans) need to survive (stay healthy)? • Can they suggest and follow up on ways in which to find answers to their questions? <p><i>Some topics require children to 'make observations and notice changes over time. The provision for these topics often requires an earlier start than the term which has been designated for delivery. In year 2 those topics are: animals including humans & plants.</i></p> <p>This topic requires planning for making observations throughout the school year.</p> <p>A suggested learning journey re making observations over time is:</p> <p>Set up observations early on during the school year by showing the children a couple of photos or a You Tube video, illustrating the effects of the passing of time in relation to the focus phenomena e.g. two pictures of the school grounds, one taken during late autumn and the other in late spring. Use these as the basis for a session raising scientific questions to be investigated. With the children's involvement, identify 2 or 3 questions to focus upon to explore further. Designate a display board on which to capture observations over a period of time e.g. throughout the school year. Collect observations, children's drawings and observation notes (e.g. of birds and animals seen) and photographs throughout the year and display these on the display board in sequence. Involve the children in collecting the data/observations relating to the phenomena to investigate, contrast and compare, noting the significant changes. Pull together observations/learning in order to determine what has been found in relation to the children's initial questions. Mini plenaries could be held towards the end of each term noting any significant changes throughout the previous half term and prompting children to wonder about/predict what will happen next.</p> <p>Animals, including humans</p> <ul style="list-style-type: none"> • Can they point out some of the differences between different animals (including humans)? • Do they notice that some animals including humans have offspring which grow into adults? • Do they notice that some animals have offspring which look similar while others have offspring which look very different? • Can they match animals to their offspring? 					

	<ul style="list-style-type: none"> Do they notice that animals change as they grow & that for some this is largely related to size e.g. calves/cows while for others there is significant change in structure e.g. caterpillar/butterfly? Can they explain that humans grow and reproduce? Do they recognise that animals including humans have basic needs for survival (water, food and air)? Can they describe the importance, for humans, of exercise, nutrition and hygiene?
History	<p><i>Possible starting point / stimulus: An old medical instrument</i> <i>An image showing Florence Nightingale/Mary Seacole/Edith Cavell and medical practitioners today</i></p> <p><u>Florence Nightingale, Mary Seacole & Edith Cavell</u></p> <ul style="list-style-type: none"> Can they use the words ‘past’ and ‘present’ accurately? Can they sequence a set of events in chronological order and give reasons for their order? Can they give examples of things that are different in their life from that of a long time ago in a specific period of history? Can they use words and phrases like: before I was born, when I was younger? Can they use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; in their historical learning? Can they say at least two ways they can find out about the past, for example using books and the internet? Can they explain why eye-witness accounts may vary? Can they answer questions by using a specific source, such as an information book? Can they recount the life of someone famous, from Britain, who lived in the past giving attention to what they did earlier and what they did later? Can they recount some interesting facts from an historical event, such as where Florence Nightingale / Mary Seacole / Edith Cavell helped injured soldiers? Can they use a range of words and phrases to describe the past? Can they explain why someone in the past acted in the way they did? Can they explain why their locality (as wide as it needs to be) is associated with a special historical event e.g. Thomas’s hospital, WWII & the blitz... <p>Historical Enquiry</p> <ul style="list-style-type: none"> Can they identify, compare & contrast the similarities & differences in the experiences of soldiers at war in different times & places? Can they raise questions about the experiences of nurses/nursing/health and medicine in the past? Can they answer questions by using a specific source, such as an information book? Can they research about a famous event that happens in Britain and why it has been happening for some time? (e.g. Bonfire night, The Lord Mayor’s Show) Can they find out something about the past by talking to an older person? Can they research the life of a famous Briton from the past using different resources to help them? Can they research the life of someone who used to live in their area (e.g. Dr Barnardo) using the Internet and other sources to find out about them?
Geography	No geography unit.
E-safety	<p>Knowledge & understanding</p> <p>Can they understand the different methods of communication (e.g. email, online forums etc)? Do they know you should only open email from a known source? Do they know the difference between email and communication systems such as blogs and wikis? Do they know that websites sometimes include pop-ups that take them away from the main site? Do they know that bookmarking is a way to find safe sites again quickly? Can they begin to evaluate websites and know that everything on the internet is not true? Do they know that it is not always possible to copy some text and pictures from the internet? Do they know that personal information should not be shared online? Do they know they must tell a trusted adult immediately if anyone tries to meet them via the internet?</p> <p>Skills</p> <p>Can they follow the school’s safer internet rules? Can they use the search engines agreed by the school? Can they act if they find something inappropriate on line or something they are unsure of (including identifying people who can help; minimising screen; online reporting using school system etc)? Can they use the internet for learning and communicating with others, making choices when navigating through sites? Can they send and receive email as a class? Can they recognise advertising on websites and learn to ignore it? Can they use a password to access the secure network</p>
Computing	<p>Creating Pictures</p> <ul style="list-style-type: none"> Dazzle Purple Mash 2Paint

Religious Education	How does special food and fasting help people in their faith?
Physical Education	<p>Acquiring and developing skills Can they copy and remember actions? Can they repeat and explore actions with control and coordination?</p> <p>Evaluating and improving Can they talk about what is different between what they did and what someone else did? Can they say how they could improve?</p> <p>Health and fitness Can they show how to exercise safely? Can they describe how their body feels during different activities? Can they explain what their body needs to keep healthy</p> <p>Games</p> <ul style="list-style-type: none"> • Can they use hitting, kicking and/or rolling in a game? • Can they stay in a 'zone' during a game? • Can they decide where the best place to be is during a game? • Can they use one tactic in a game? • Can they follow rules? <p>Coach- Multi-skills</p>
Art & Design	
Design & Technology	<p>Developing, planning and communicating ideas Can they identify the features of a successful product? Can they identify a purpose and a target group? Can they think of ideas and plan what to do next? Can they choose the best tools and materials? Can they give a reason why these are best? Can they describe their design by using pictures, diagrams, models and words?</p> <p>Working with tools, equipment, materials and components to make quality products Can they join things (materials/ components) together in different</p> <p>Evaluating processes and products Can they explain what went well with their work? If they did it again, can they explain what they would improve?</p> <p>Cooking and nutrition- make a healthy sandwich</p> <ul style="list-style-type: none"> • Can they describe the properties of the ingredients they are using? • Can they explain what it means to be hygienic? • Are they hygienic in the kitchen?
Music	<p><u>Exploring pulse, rhythm and pitch</u></p> <p>Performing</p> <ul style="list-style-type: none"> •Do they sing and follow the melody (tune)? •Do they sing accurately at a given pitch? •Can they perform simple patterns and accompaniments keeping a steady pulse? •Can they perform with others? •Can they play simple rhythmic patterns on an instrument? •Can they sing/clap a pulse increasing or decreasing in tempo? <p>Challenging</p> <ul style="list-style-type: none"> •<i>Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?</i> <p>Composing (including notation)</p> <ul style="list-style-type: none"> •Can they order sounds to create a beginning, middle and end? •Can they create music in response to <different starting points>? •Can they choose sounds which create an effect? •Can they use symbols to represent sounds? •Can they make connections between notations and musical sounds? <p>Challenging</p> <ul style="list-style-type: none"> •<i>Can they use simple structures in a piece of music?</i> •<i>Do they know that phrases are where we breathe in a song?</i> <p>Appraising</p> <ul style="list-style-type: none"> •Can they improve their own work? •Can they listen out for particular things when listening to music? <p>Challenging</p> <ul style="list-style-type: none"> •<i>Do they recognise sounds that move by steps and by leaps?</i>
PHSCE	<p>e-safety</p> <p><u>Jigsaw-Being Me in My World</u></p>

	<p>Special and safe My class Rights and responsibilities Rewards and feeling proud Consequences Owning our learning charter</p> <p>Can they help others to feel welcome? Can they try to make our school community a better place? Can they think about everyone's right to learn? Care about other people's feelings? Can they work well with others? Can they choose to follow the learning charter?</p>
Enrichment	<ul style="list-style-type: none"> • Black History Week (Mary Seacole workshop) • Educational Visit - The Florence Nightingale Museum <p>NB Assessment Week - Week 5 or 6</p>