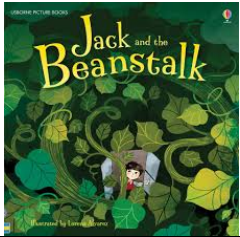

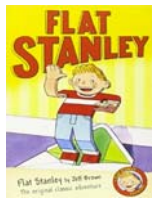

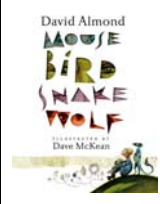

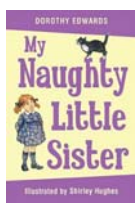
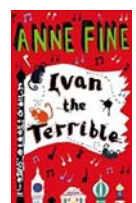



Year Two Term 2 Journeys

		Year Two Term 2 Journeys				
	Writing Map		Reading Spine			
English	Theme	Journeys				
	Main Text	Jack and the Beanstalk 				
	Story plot and focus	Conquering the monster tale Focus: Character description				
	Poetry Unit	Observational poem – link to Jack and the Beanstalk				
Non-fiction Unit	Diary entry – Jack/giant					
Mathematics	Numbers within 1000 Measuring length Graphs Multiplication and division Multiplication tables of 2, 5 and 10					
Science	<p>Working scientifically 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 identify and classify? • Can they gather and record data to help in answering questions? <p>Non-statutory notes & guidance:</p> <ul style="list-style-type: none"> • Can they compare the uses of everyday materials found around the school with materials found elsewhere? • Can they identify through observation & classify materials based upon their properties/characteristics? • Can they identify through observation & classify materials based upon their uses? • Can they record their observations? <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>Materials Classifying and grouping materials</p> <ul style="list-style-type: none"> • Can they describe the simple physical properties of a variety of everyday materials? • Can they compare and group together a variety of materials based on their simple physical properties? • Can they describe the properties of different materials using words like, transparent or opaque, flexible, etc.? • Can they sort materials into groups and say why they have sorted them in that way? • Can they say which materials are natural and which are man-made? 					
History	No history unit.					
Geography	<p>Possible starting point / stimulus: A map showing the area being studied & the local area A picture which shows an aspect of life in the area being studied</p> <p><u>Nairobi the capital city of Kenya – or - Mogadishu the capital city of Somalia – or -Abuja the capital city of Nigeria – or – another city outside Europe</u> (resources – The Horniman museum – School Learning sessions: Ancient Benin, Around Africa)</p> <ul style="list-style-type: none"> • Can they say what they like and don’t like about their locality and another locality like Nairobi/Mogadishu//Abuja? • How would the experiences of a holiday maker in London & a holiday maker in Nairobi/Mogadishu//Abuja compare? • Can they explain how the jobs people do may be different in different parts of the world • Can they explain how the weather affects different people? • Can they label a diagram or photograph using some geographical words? 					

	<ul style="list-style-type: none"> • Can they find out about a locality by using different sources of evidence? • Can they describe some physical features of their own locality? • Can they describe a place outside Europe using geographical words? • Can they describe the key features of a place, using words like, lake, mountain, and field? • Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe? • Can they describe some human features of their own locality, such as the jobs people do? • Can they explain what facilities a town or village might need? • Can they name the continents of the world and find them in an atlas? • Can they name the world's oceans and find them in an atlas? • Can they locate some of the world's major rivers and mountain ranges? <p>Geographical Enquiry</p> <ul style="list-style-type: none"> • Can they say what they like and don't like about their locality and another locality like Nairobi? • Can they label a diagram or photograph using some geographical words? • Can they find out about a locality by using different sources of evidence? • Can they raise relevant questions? • Can they find out about a locality by asking some relevant questions to someone else? • Can they make inferences by looking at a weather chart? • Can they make plausible predictions about what the weather may be like in different parts of the world?
E-safety	<p>Knowledge & understanding</p> <p>Can they understand the different methods of communication (e.g. email, online forums etc)?</p> <p>Do they know you should only open email from a known source?</p> <p>Do they know the difference between email and communication systems such as blogs and wikis?</p> <p>Do they know that websites sometimes include pop-ups that take them away from the main site?</p> <p>Do they know that bookmarking is a way to find safe sites again quickly?</p> <p>Can they begin to evaluate websites and know that everything on the internet is not true?</p> <p>Do they know that it is not always possible to copy some text and pictures from the internet?</p> <p>Do they know that personal information should not be shared online?</p> <p>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?</p> <p>Can they use the search engines agreed by the school?</p> <p>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)?</p> <p>Can they use the internet for learning and communicating with others, making choices when navigating through sites?</p> <p>Can they send and receive email as a class?</p> <p>Can they recognise advertising on websites and learn to ignore it?</p> <p>Can they use a password to access the secure network</p>
Computing	<p>Word Processing</p> <p>Clicker 6</p>
Religious Education	<p>Why are different books special for different people?</p>
Physical Education	<p>Acquiring and developing skills</p> <p>Can they copy and remember actions?</p> <p>Can they repeat and explore actions with control and coordination?</p> <p>Evaluating and improving</p> <p>Can they talk about what is different between what they did and what someone else did?</p> <p>Can they say how they could improve?</p> <p>Health and fitness</p> <p>Can they show how to exercise safely?</p> <p>Can they describe how their body feels during different activities?</p> <p>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	<p>Picture This</p> <p>Drawing</p> <ul style="list-style-type: none"> • Can they use pastels? • Can they show patterns in their drawings?

	<ul style="list-style-type: none"> • Can they use a viewfinder to focus on a specific part of a pattern before continuing it? <p>Sketch book</p> <ul style="list-style-type: none"> • Can they begin to demonstrate their ideas through photographs and in their sketch books? • Can they set out their ideas, using ‘annotation’ in their sketch books? • Do they keep notes in their sketch books as to how they have changed their work? <p>Knowledge</p> <ul style="list-style-type: none"> • Can they say how other artist/craft maker/designer have used colour, pattern and shape? • Can they create a piece of work in response to another artist’s work?
Design & Technology	<p>Developing, planning and communicating ideas</p> <p>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</p> <p>Can they join things (materials/ components) together in different</p> <p>Evaluating processes and products</p> <p>Can they explain what went well with their work? If they did it again, can they explain what they would improve?</p> <p>Vehicles</p> <p>Use of materials</p> <ul style="list-style-type: none"> • Can they measure materials to use in a model or structure? • Can they join material in different ways? • Can they use joining, folding or rolling to make it stronger? <p>Construction</p> <ul style="list-style-type: none"> • Can they make sensible choices as to which material to use for their constructions? • Can they develop their own ideas from initial starting points? • Can they incorporate some type of movement into models? • Can they consider how to improve their construction?
Music	<p>ICT –Groovy Music</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>Challenge</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>Challenge</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>Challenge</p> <ul style="list-style-type: none"> •<i>Do they recognise sounds that move by steps and by leaps?</i>
PHSCE	<p>e-safety lesson</p> <p><u>Celebrating Difference (including anti-bullying)</u></p> <p>Boys and girls Can they accept that everyone is different? Boys and girls Can they include others when working and playing? Why does bullying happen? Do they know how to help if someone is being bullied? Standing up for myself and others Can they try to solve problems? Making a new friend Can they try to use kind words? Celebrating difference and still being friends. Do they know how to give and receive compliments?</p>
Enrichment	<ul style="list-style-type: none"> • Bullying focus week

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| | <ul style="list-style-type: none">• Remembrance Day - Remember Hallsville pupils who lost their lives in WWII• Educational visit - Road crossing• Educational visit- London Transport Museum |
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