
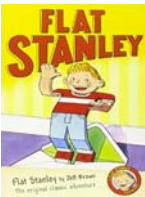

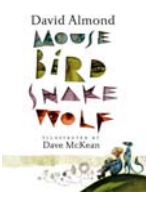


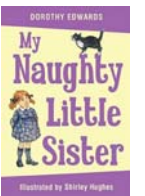
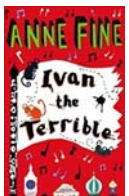



**Year Two - Term 3 - Roles, Responsibilities and Aspirations**

		<b>Writing Map</b>	<b>Reading Spine</b>			
<b>English</b>	Theme	Roles and responsibilities and aspirations				
	Main Text	Meerkat Mail 				
	Story plot and focus	Journey Tale Focus: setting description				
	Poetry Unit	Poem to recite- Every Time by Roger				
	Non-fiction Unit	Letter from family				
		Writing Assessment				
<b>Mathematics</b>	Time Exploring calculation strategies Money Faces, shape and patterns 2, 5 and 10 multiplication tables					
<b>Science</b>	<p><b>Working scientifically</b>  <b>Links to the statutory programme of study:</b></p> <ul style="list-style-type: none"> <li>• Can they ask simple questions, recognising that they can be answered in different ways?</li> <li>• Can they observe closely, using simple equipment?</li> <li>• Can they identify and classify?</li> <li>• Can they gather and record data to help in answering questions?</li> </ul> <p><b>Non-statutory notes &amp; guidance:</b></p> <ul style="list-style-type: none"> <li>• Can they compare the uses of everyday materials found around the school with materials found elsewhere?</li> <li>• Can they identify through observation &amp; classify materials based upon their properties/characteristics?</li> <li>• Can they identify through observation &amp; classify materials based upon their uses?</li> <li>• Can they record their observations?</li> </ul> <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 &amp; plants.</i></p> <p><b>Materials</b>  <b>Changing materials</b></p> <ul style="list-style-type: none"> <li>• Can they explore how the shapes of solid objects can be changed? (squashing, bending, twisting, stretching)</li> <li>• Can they find out about people who developed useful new materials? (John Dunlop, Charles Macintosh, John McAdam)</li> <li>• Can they identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses?</li> </ul> <p>Optional topic - Electricity, circuits (make the bulb light up on the lighthouse, link with Literacy)</p>					
<b>History</b>	No History unit.					
<b>Geography</b>	<p><b>Possible starting point / stimulus:</b>  A visit to an island / the Isle of Sheppey</p> <p><b>An Island Home (Sheppey)</b></p> <ul style="list-style-type: none"> <li>• Can they compare Canning Town with Sheerness?</li> <li>• Can they identify the differences/similarities between the Isle of Sheppey and other islands in the UK?</li> <li>• Can they explain how the jobs people do may be different on an island?</li> <li>• Can they explain how travelling around on an island might be different to travelling around</li> </ul>		<p>A treasure island map  A postcard from the Isle of Sheppey</p>			

	<p><b>London &amp; and the reasons for those differences.</b></p> <ul style="list-style-type: none"> <li>• Can they label a diagram or photograph using some geographical words?</li> <li>• Can they find out about an island locality by using different sources of evidence?</li> <li>• Can they explain what makes an island locality special?</li> <li>• Can they describe the key physical and human features of a place, using words like, beach, coast, harbour, croft, hill, mountain, ocean, and cliff?</li> <li>• Can they devise a route from Canning Town to Sheerness using different transport?</li> <li>• Can they explain what facilities an island might need?</li> <li>• Can they name the major cities of England, Wales, Scotland and Ireland?</li> <li>• Can they find where they live on a map of the UK?</li> <li>• Can they devise a simple map and construct basic symbols in a key?</li> <li>• Can they point out the North, South, East and West on a map and relate that to using a compass?</li> <li>• Can they find the longest and shortest route using a map?</li> <li>• Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe?</li> </ul> <p><b>Geographical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Can they say what they like and don't like about their locality and another locality like the Isle of Sheppey?</li> <li>• Can they label a diagram or photograph using some geographical words?</li> <li>• Can they find out about a locality by using different sources of evidence?</li> <li>• Can they raise relevant questions?</li> <li>• Can they find out about a locality by asking some relevant questions to someone else?</li> <li>• Can they make inferences by looking at a weather chart?</li> <li>• Can they make plausible predictions about what the weather may be like in different parts of the world?</li> </ul>
<b>E-safety</b>	<p><b>Knowledge &amp; understanding</b></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><b>Skills</b></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>
<b>Computing</b>	<p><b>Coding</b></p> <ul style="list-style-type: none"> <li>• J2E</li> <li>• J2Code</li> </ul>
<b>Religious Education</b>	<p><b>Why did Jesus tell stories?</b></p>
<b>Physical Education</b>	<p><b>Acquiring and developing skills</b></p> <p>Can they copy and remember actions?</p> <p>Can they repeat and explore actions with control and coordination?</p> <p><b>Evaluating and improving</b></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><b>Health and fitness</b></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><b>Gymnastics- Mats and benches</b></p> <ul style="list-style-type: none"> <li>• Can they plan and show a sequence of movements?</li> </ul>

	<ul style="list-style-type: none"> <li>• Can they use contrast in their sequences?</li> <li>• Are their movements controlled?</li> <li>• Can they think of more than one way to create a sequence which follows a set of 'rules'?</li> <li>• Can they work on their own and with a partner to create a sequence?</li> </ul> <p><b>Coach- Multi-skills</b></p>
<b>Art &amp; Design</b>	<p><b>Clay Pots</b> Sketch book</p> <ul style="list-style-type: none"> <li>• Can they begin to demonstrate their ideas through photographs and in their sketch books?</li> <li>• Can they set out their ideas, using 'annotation' in their sketch books?</li> <li>• Do they keep notes in their sketch books as to how they have changed their work?</li> </ul> <p>3D</p> <ul style="list-style-type: none"> <li>▪ Can they make a clay pot?</li> <li>▪ Can they join two finger pots together?</li> </ul> <p>Knowledge</p> <ul style="list-style-type: none"> <li>• Can they link colours to natural and man-made objects?</li> </ul>
<b>Design &amp; Technology</b>	<p><b>Developing, planning and communicating ideas</b> 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><b>Working with tools, equipment, materials and components to make quality products</b> Can they join things (materials/ components) together in different</p> <p><b>Evaluating processes and products</b> Can they explain what went well with their work? If they did it again, can they explain what they would improve?</p> <p><u>Mechanisms –Lighthouse with pulley</u></p> <ul style="list-style-type: none"> <li>• Can they join materials together as part of a moving product?</li> <li>• Can they add some kind of design to their product?</li> </ul>
<b>Music</b>	<p><b>Recorder (Part 1)-Starting off, Instrument control, First notes</b></p> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>•Do they sing and follow the melody (tune)?</li> <li>•Do they sing accurately at a given pitch?</li> <li>•Can they perform simple patterns and accompaniments keeping a steady pulse?</li> <li>•Can they perform with others?</li> <li>•Can they play simple rhythmic patterns on an instrument?</li> <li>•Can they sing/clap a pulse increasing or decreasing in tempo?</li> </ul> <p><b>Challenge</b></p> <ul style="list-style-type: none"> <li>•<i>Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?</i></li> </ul> <p><b>Composing (including notation)</b></p> <ul style="list-style-type: none"> <li>•Can they order sounds to create a beginning, middle and end?</li> <li>•Can they create music in response to &lt;different starting points&gt;?</li> <li>•Can they choose sounds which create an effect?</li> <li>•Can they use symbols to represent sounds?</li> <li>•Can they make connections between notations and musical sounds?</li> </ul> <p><b>Challenge</b></p> <ul style="list-style-type: none"> <li>•<i>Can they use simple structures in a piece of music?</i></li> <li>•<i>Do they know that phrases are where we breathe in a song?</i></li> </ul> <p><b>Appraising</b></p> <ul style="list-style-type: none"> <li>•Can they improve their own work?</li> <li>•Can they listen out for particular things when listening to music?</li> </ul> <p><b>Challenge</b></p> <ul style="list-style-type: none"> <li>•<i>Do they recognise sounds that move by steps and by leaps?</i></li> </ul>
<b>PHSCE</b>	<p><b>e-safety lesson</b></p> <p><b>Dreams and Goals</b></p> <p><b>Goals to success</b> Can they stay motivated when doing something challenging?</p> <p><b>My learning strengths</b> Can they keep trying even when it is difficult?</p> <p><b>Learning with others</b> Can they work well with a partner or in a group?</p> <p><b>A group challenge</b> Do they have a positive attitude?</p>

	<b>Continuing our group challenge</b> <b>Celebrating our achievement</b>	Can they help others to achieve their goals? Are they working hard to achieve their own dreams and goals?
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>• Professional people visit class to give talk about their jobs / Children visit a workplace (eg Tower Hamlets Council)</li> <li>• Aspirations week (Week 2)</li> </ul> NB Assessment Week - Week 5 or 6	