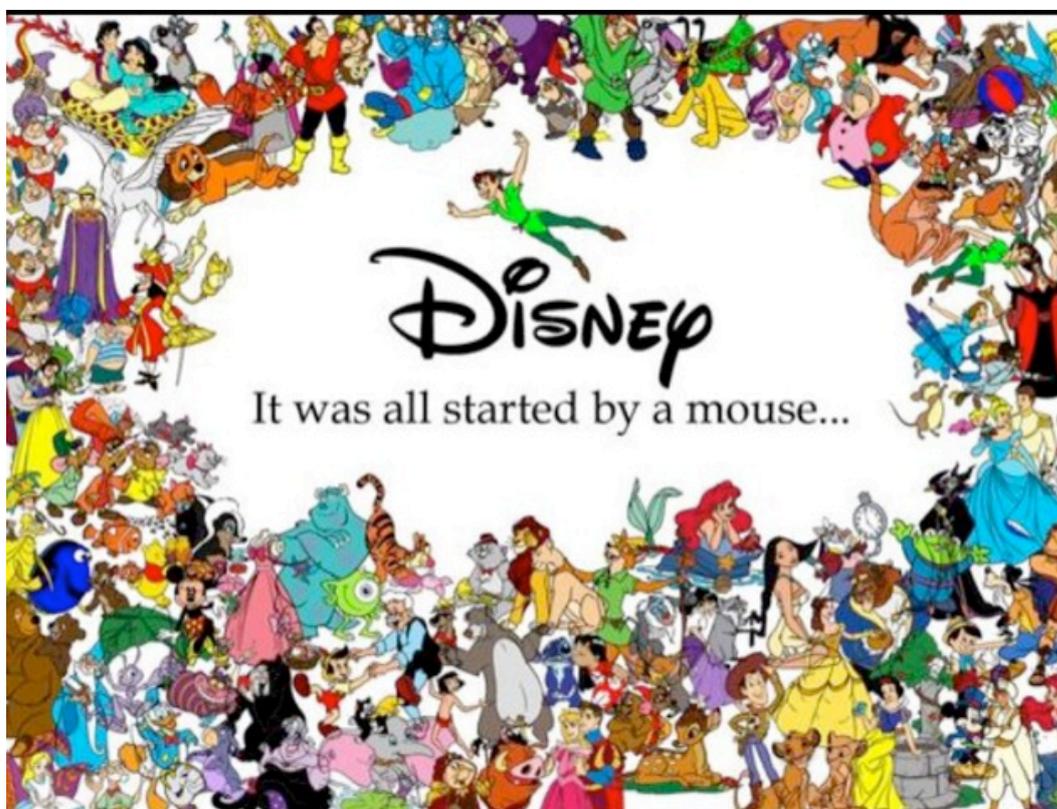


Year 2

A Whole New World.....



Spring Term

Subject Learning Areas

Literacy

Reading

Children will :

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- 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
- re-read these books to build up their fluency and confidence in word reading.

Comprehension

Children will develop pleasure in reading, motivation to read, vocabulary and understanding by:

- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Writing

Spelling from English Appendix 1

Children will:

spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms

apply spelling rules and guidance, as listed in English Appendix 1

write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Handwriting

Children will:

- form lower-case letters of the correct size relative to one another
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Composition

Children will:

develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes

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

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
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

read aloud what they have written with appropriate intonation to make the meaning clear.

Vocabulary, Grammar and Punctuation

Children will:

develop their understanding of the concepts set out in English Appendix 2 by learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks,

learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2

Numeracy

Number and Place Value

Children will:

count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward

- recognise the place value of each digit in a two-digit number (tens, ones)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100
- read and write numbers to at least 100 in numerals and in word

Number Addition and Subtraction

Children will:

- solve problems with addition and subtraction:
- using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
 - a two-digit number and ones
 - a two-digit number and tens
 - two two-digit numbers
 - adding three one-digit numbers
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Number - Multiplication and Division

Children will:

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Fractions

Children will recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity

Measurement

Children will:

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of time
- tell and write the time, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day.

Geometry - Properties of shape

Children will:

- identify and describe the properties of 2-D shapes, including the number of sides
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- compare and sort common 2-D and 3-D shapes and everyday objects.

Geometry- Position and Direction

Children will:

- order and arrange combinations of mathematical objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement,

Statistics

Children will:

- interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ask and answer simple questions by counting the number of objects in each category

Science

Working Scientifically

Children will be:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

Animals including humans

Children will:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

Living things and their habitats

- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and how they depend on each other
- identify and name a variety of animals in their habitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Art

Children will

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Learn about the work of **animators** describing the differences and similarities between different practices and disciplines, and making links to their own work.

Computing

Children will:

- recognise common uses of information technology beyond school
- use technology purposefully to create, organise, store, manipulate and retrieve digital content (animation programmes).
- recognise common uses of information technology beyond school

Design & Technology

Cooking and nutrition

- Children will use the basic principles of a healthy and varied diet to prepare dishes.

Geography

Children will:

Locational knowledge

- name and locate the 7 continents and 5 oceans of the world
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom

Place knowledge

- 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

Human and physical geography

- 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 and the North and South Poles

use basic geographical vocabulary to refer to:

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

- **Geographical skills and fieldwork**

- use world maps to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key and plan perspectives to recognise landmarks and basic human and physical features

History

Children will be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- 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 (Walt Disney).

PE.

Children will:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

The Entry Point

Explore and discuss the classroom environment. What can you see? What do you think we are learning about? Why do you think we are learning about this? Where does our title come from? Why have we picked this for our title? Play song and discuss. Who watched an animated film during the holiday? What was it? Make a list and add to it throughout the term. Did anyone have any toys or books related to any animated films?

The Classroom

Wow!

Children will become animators for this term! We will have:

- an animators work desk with sketch pads, different drawing paper and pencils, artist mannequin, desk lamps, examples of drawing stages and instructions etc.
- reading area/selection of books related to animated films
- words of wisdom, quotes from Walt Disney
- animated characters, objects etc from films
- timeline of Mickey Mouse
- displays of animated films - Frozen, Snow White, Shrek etc
- Oscars, clapper boards and film reels.
- display of items, drawings, activities from home
- camera on tripod
- Mr Men/Little Miss display (author focus, Book of the Month)

Knowledge Harvest

What is animation? What do we know already about animated films? What is Disney? What do you know about Disney? Discuss and record ideas.

What would we like to know? Generate questions to help us understand more about Disney and animation throughout the term.

How can we find things out? How can we be resourceful? What could we bring in from home?

What BLP skills will we develop?

Explaining The Theme

In Geography, we'll be :

- learning about the 7 continents and 5 oceans by using animated films located in these areas (eg Happy Feet - Antarctica, Finding Nemo - Australasia, Frozen - Europe).
- using world maps, atlases, globes and Google Earth
- learning about seasonal weather, locations in hot and cold areas of the world in relation to the equator (building, use and melting of Ice hotels around the world - linked to Frozen ice palace).
- location of Disney resorts around the world (Los Angeles, Orlando, EuroDisney, Tokyo, Hong Kong - new Shanghai).
- looking at maps and plans of theme parks and designing their own using 2 figure grid references, symbols and keys.
- contrasting with a non-European country - Madagascar

In History, we'll be:

- learning about the history of animation from simple hand drawn stop motion Felix the Cat, Mickey Mouse cartoons etc to digital, 3/4D technology .
- studying a time line of Mickey Mouse and how the character has changed.
- finding out about the life of Walt Disney.
- learning about the growth of the Disney.

In Art, we'll be:

- looking at animation and different animation companies.
- experimenting with different animation from thaumatropes (spinning pictures), flipbooks, storyboards, moving mirror images, giant art attack style animation to animation using cameras and ipads - Puppetpals/I can animate .
- exploring 4 types of animation - drawn, cut out, model (stop motion) and computer.
- developing the 7 elements of art.

In D&T, we'll be:

- planning and preparing healthy foods linked to our topic.

In Science, we'll be:

- working scientifically, identifying and classifying, using their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions.

- learning about animals and their habitats from contrasting locations and how they are suited to them (eg penguins from Happy Feet, fish/sea life from Nemo, wild animals from Lion King/Madagascar etc).
- learning about food chains.

In R.E, we'll be:

- finding out about ways in which sacred texts are regarded, read and handled by believers.
- learning about the miracle, *Jesus heals the blind man* and helps him see a whole new world.
- studying the significance of the Easter story

In P.E, we'll be:

- completing gymnastics unit as a follow on from gym coaching sessions (Spring 1).
- choosing and performing dance phrases expressing our ideas linked to various animations (Spring 2).
- developing skills related to Multi sport activities with coach.

In Literacy, we'll be linking our work to animations.

- Instructions
- Fact and Fiction
- Report Writing
- Poetry
- Narrative Dialogue
- Plays

We'll also find out how we can use ICT to organise and present our information.

When they do this work children will be:

- Writing
- Drawing
- Painting
- Making
- Acting
- Thinking
- Talking
- Researching
- Questioning

British Values -

- explore different religious festivals eg Easter
- practise democracy in school by listening to each other and understanding different viewpoints
- explore the rules of British Law by following rules etc
- individual freedom in lessons choosing activities etc.

Difference and Diversity

- in the penguin story (Stonewall) and various Disney films.

PSHE

- SEAL activities.

Building Learning Power

This term we will be focusing on Reciprocity and Resilience although some aspects of Resourcefulness and Reflectiveness will be integral to our learning.

Children will use and develop the following learning muscles:

Reciprocity (learning alone and with others)

- Interdependence - animation
- Collaboration - film making
- Empathy and listening - RE, PSHE, characters.
- Imitation - Dancing and group activities.

Resilience (locking into learning)

- Absorption - animation activities.
- Managing distractions - Children's comments on BLP display.
- Noticing - observations from film extracts etc
- Perseverance - Children's comments on BLP display.

Resourcefulness (learning in different ways)

- Questioning - how to make things move.
- Making links - between films and characters.
- Imagining - creating .
- Reasoning

Reflectiveness (strategic about learning)

- Planning - animation work
- Revising
- Distilling

- Metalearning

PG50 Experiences

- I can make a short animated film.
- I can enjoy theme park rides (visit).