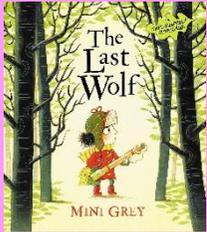


English: The Last Wolf

Reading:



This half term we will be continuing with our Last Wolf text.

Throughout the unit our focus will be on ensuring that children can do the following:

- Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently
- Become familiar with and re-tell a wider range of traditional tales
- Recognise simple recurring literary language
- Draw on what is already known and on background information and vocabulary provided by the teacher
- Predict what might happen on the basis of what has been read so far

The Tear Thief by Carol Ann Duffy



Fantasy fiction

Mathematics:

Length and Height

Children will be able to understand the language of length such as long, longer, short, shorter, tall, taller. They recognise this language will change depending on what type of length they are describing and comparing lengths and heights.

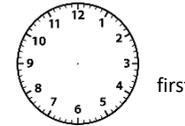
Position and Direction

Children use 'left', 'right', 'forwards' and 'backwards' to describe position and direction. They will describe the position of objects and shapes from different starting positions.



Time

In this topic children will learn how to tell the time. The goal is for children to be able to read the clock for the nearest 15 minutes but some may be able to progress to telling the time to the nearest 5 minutes.



first

Mass, Capacity and Temperature

Children are introduced to weight and mass for the time. They may already have some understanding of heavy and light from their own experience of carrying objects.



Summer A and B

Science: Living Things and Their Habitats



The aim of this unit is for children to be able to:

- Can explore and compare the differences between things that are living, dead, and things that have never been alive
- Can 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 plants, and how they depend on each other.
- Can identify and name a variety of plants and animals in their habitats, including microhabitats. Can 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

Useful websites:

<https://www.bbc.co.uk/bitesize/topics/zrsgk7>

<https://www.hamilton-trust.org.uk/science/year-2-science/everyday-materials-materials-matter/>

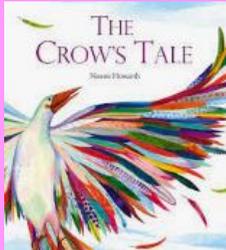
<https://explorify.uk/en/activities>

Bog Baby by Jeanne Willis



Fantasy fiction

The Crow's Tale by Naomi Howarth



Writing:

Year 2's mastery targets for writing this term are:

- Write narratives about personal experiences and those of others (real and fictional)
- Write about real events
- Write for different purposes
- Plan or say out loud what is going to be written about
- Make simple additions, revisions and corrections
- Evaluate writing with the teacher and other pupils
- Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently Proof-read to check for errors in spelling, grammar and punctuation

Physical Education: Athletics

Children will be able to:

- Use running, jumping, throwing and catching in isolation and in combination

Geography: Around the World with Oliver Jeffers

Geography: Around the world with Oliver Jeffers



Locational Knowledge

- name and locate the world's seven continents and five oceans

DT: Mechanisms

Moving on a 2D plane



- Propose more than one idea for their product.
- Use ICT to communicate ideas.
- Use drawings to record ideas as they are developed.

- Develop flexibility, strength, technique, control and balance
- Take part in outdoor and adventurous activity challenges both individually and as part of a team.



- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

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
- 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 world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- 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

- Add notes to drawings to help explanations.
 - Discuss their work as it progresses.
 - Select and name the tools needed to work the materials.
 - Explain which materials they are using and why.
 - Start to use technical vocabulary.
 - Cut out shapes which have been created by drawing round a template.
 - Join materials in a variety of ways.
 - Decorate using a variety of techniques.
 - Know some ways of making structures stronger.
 - Show how to stiffen some materials.
 - Know how to make a simple structure more stable.
- Know some different ways of making things move in a 2-D plane.
-

Religious Education:

Judaism



What aspects of life really matter?

Music: Dynamics, Timbre, Tempo and Motifs

British songs and sounds



- Singing with confidence and expression.
- Using musical vocabulary to describe the music they hear.

Creating and making improvements to a soundscape.

PSHE: Growing and Changing

The aim of the unit is for children to

- Understand changes that happen as we grow older
- Name body parts
- Feeling we might have when moving into another class or year.



Vegetables

Vegetables in Spanish



In this unit the children will learn how to:

- Name and recognise up to 10 vegetables in Spanish.
- Attempt to spell some of these nouns (including the correct article)
 - Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall.
 - Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.

Languages:



Information Technology:

- I can use design and formatting to enhance my digital work.
- I can save, share and retrieve my digital work.
- I can create with technology. E.g. Video, animation, 3D.
- I can collect and record data purposefully.
- I can use technology to organise and present my ideas.

Digital Literacy:

- I can give examples of how technology is used to communicate beyond school.

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