|  |  |
| --- | --- |
| All Change! | **STEM OVERVIEW:** Chemical sciences- physically changing materials  What materials are and how they change.  How the shape of an object can be changed and if it can return to its original shape.  What happens to certain materials when they are heated.  What happens when certain materials are cooled.  What other physical changes can be made to an object, does the object return to its original shape or stay changed.  How materials are changed through being cooked.  **TOPIC VOCABULARY: material, bend, twist, squash, stretch, crush, break, cut, melt, cool, warm, cook, freeze, ice, whip, beat, dice, slice, mix, fold, press.** |
| Year 2  Topic 3  Cycle B |



|  |  |
| --- | --- |
| Maths | English |
| **Measurement- Money: Recognise and use symbols of pounds and pence.**  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.  **Geometry: Identify and describe the properties of 2D shapes, including the number of sides and vertical lines of symmetry.**  Identify and describe the properties of 3D shapes, including the number of edges, faces and vertices.  **Identify 2D shapes on the surfaces of 3D shapes.**  Compare and sort common 2D and 3D shapes and everyday objects.  **Order and arrange combinations of mathematical objects in patterns and sequences.**  **Fractions:** Recognise, find, name and write fractions: 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity.  **Write simple fractions as sentences: ½ of 6 = 3.**  Recognise the equivalence of 1/2 and 2/4.  **Measurement:**  **time-tell and write the time to 5 minutes, including quarter past and 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.  **Compare and sequence intervals of time.**  Capacity, volume and temperature-choose and use appropriate standard units to estimate and measure capacity in litres (l) and millilitres (ml) and temperature (°C) to the nearest unit, using thermometers and measuring vessels.  **Compare and order volume and capacity and record the results using <, > and =.**  **Times Tables: continue to learn the 2, 5, 10 and 3 times tables in and then out of order.**  Continue revision and consolidation of previously taught topics and skills through the use of the Maths Box and Weekly Skills. | **Phonics in RWI and literacy lessons:**  **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.**  **Reading comprehension in RWI, guided reading, 'Read to Succeed', class reading:develop pleasure in reading, motivation to read, vocabulary and understanding by:**  listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently  **discussing the sequence of events in books and how items of information are related**  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.  **Spelling in RWI, Spellzoo, Hammer Grammar, literacy and cross curricula writing:**  **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  **learning the possessive apostrophe (singular)**  distinguishing between homophones and near-homophones  **add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly**  write from memory simple sentences dictated by the teacher that include words using the  GPCs, common exception words and punctuation taught so far.  **Grammar and Punctuation in RWI, Hammer Grammar, literacy and cross curricula writing:**  use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)  **use sentences with different forms: statement, question, exclamation, command**  use expanded noun phrases to describe and specify  **use the present and past tenses correctly and consistently including the progressive form**  use subordination (when, if, that, or because) and co-ordination (using or, and, but)  **use some features of written Standard English**  use and understand the grammatical terminology when discussing our writing.  **Writing composition in RWI, literacy and cross curricula writing: writing recipes as instructions;**  **explanation of water in its three states and its uses; recount real events- Sir Ernest**  **Shackelton and the crew of the Endurance; write a letter from the South Pole as a research**  **scientist.** |

|  |  |  |
| --- | --- | --- |
| Science | Geography | History |
| **Through the STEM topic: identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.**  Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.  **Ongoing: working scientifically-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.** | **Name and locate the world's 7 continents and 5 oceans.**  Use world map, atlases, globes to identify other places studied.  **Locate hot and cold areas of the world in relation to the Equator and the North and South Poles.**  Use aerial photos and plans to recognise landmarks and basic human and physical features, when studying the Antarctic region. | **Study lives of significant individuals in the past who have contributed to national/international achievements.**  Study events beyond living memory that are significant nationally or globally-Sir Ernest Shackelton and the crew of the Endurance. |

|  |  |  |
| --- | --- | --- |
| Art and Design | Design and Technology | Music |
| **Use drawing, painting and sculpture to share and develop ideas, experiences and imagination,**  Develop techniques of colour, pattern, texture, line, shape, form and space,  **Use a range of materials, when drawing and painting the landscape and animals of the Antarctic.** | **Design purposeful, functional, appealing products for themselves and other users based on design criteria,**  Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology,  **Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics,**  Explore and evaluate a range of existing products,  **Evaluate their ideas and products against design criteria,**  **when designing food and clothing for an expedition to the research station in Antarctica.** | **Charanga 4**: through the Reggae song Zootime we shall:  useour voices expressively and creatively by singing songs,  **play tuned and un-tuned instruments musically,**  experiment with, create, select and combine sounds using the inter-related dimensions of music: pulse, rhythm and pitch,  **listen with concentration and understanding to a range of high-quality recorded music: Dance of the Cygnets from Swan Lake by Tchaikovsky; Mars from the Planet Suite by Holst; Wedding March by Mendelssohn; Plink Plank Plunk and Syncopated Clock by Leroy Anderson; William Tell Overture Finale by Rossini.**  **Charanga 5: through the Friendship song we shall:**  useour voices expressively and creatively by singing songs,  **play tuned and un-tuned instruments musically,**  experiment with, create, select and combine sounds using the inter-related dimensions of music: pulse, rhythm and pitch,  **listen with concentration and understanding to a range of high-quality recorded music: Zarathustra by Richard Strauss; Fantasia on Greensleeves by Vaughan Williams; Blue Danube by Johan Strauss; Zadok the Priest by Handel; Thunder and Blazes by Julius Fucik; Surprise from Symphony 94 by Haydn; Land of Hope and Glory by Elgar.** |

|  |  |  |
| --- | --- | --- |
| Languages | Physical Education | Outdoor Learning |
| Not applicable in KS1. | **With Bolsover Sports Partnership working outdoors:**  **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.  **Working indoors: develop balance, agility and co-ordination, and begin to apply these in a range of activities on the bench, beam, horse and through floor work in gymnastics.** | Continue to use the available outdoor spaces for any lesson, whenever we are able. |

|  |  |  |
| --- | --- | --- |
| PSHE/RSE | Religious Education | Computing/E-Safety |
| The fourth topic is Growing Up, covering the core themes: Health and Wellbeing, Relationships, Living in the Wider World, through the following activities:  H8-Think about the process of growing from young to old,  **H9-Explore growing, changing and becoming independent,**  H10-Know the names for the main parts of our bodies, including the private parts of them,  **H13-Know who the people are who we can ask for help and how we can do that,**  H15/R3-Understand ways to keep safe and know that we do not keep ‘secrets’,  **H16-Respect the needs of other people and ourselves,**  R10-Understand what physical contact is acceptable,  **L8-Know that everybody is unique.**  **The fifth topic is Money Matters, covering the core theme of Living in the Wider World, through the following activities:**  L6-recognising what money looks like.  **L6-identifying how money is obtained.**  L6-understanding the ways money can be used.  **L7-understanding how to keep money safe and what influences choices.** | Based on the Derbyshire Agreed Syllabus 2020.  **Unit 1.4 Believing: Christians and Jewish People**  What can we learn from sacred books?   * What special/sacred book do you have at home, why is it special to you. * The Bible: the sacred book for a Christian, why is it special to them, what do they believe it is, how does it help them in their life. * Examples of stories from the New Testament that Jesus told and Christians believe show how God cares for them. * The Torah and the Old Testament: the sacred book for a Jew, why is it special to them, what do they believe it is, how does it help them in their life. * Examples of stories from the Old Testament that Jews believe show how God cares for them. | **Internet Safety Day:**  use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.  **Using Scratch: create and debug simple programs and understand what algorithms are; use logical reasoning to predict the behaviour of simple programs; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.**  STEM: use a QR code to find information. Use online timers and stopwatches during investigations. Take part in an online quiz. Use digital audio files to find answers to questions. Use a digital application to record a moving image. Use the internet as a source of information and research. |