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| All Mixed Up! | **STEM OVERVIEW:** Chemical sciences- materials combined for different purposes  What are materials and what properties do they have.  What materials are found in the local environment, what are their properties and how have they been used.  What happens when materials are combined, why are materials combined.  What different materials are used to make toys and why.  What happens to the properties of materials when they are used to make a mixture.  How does paper recycling involve mixing materials.  **TOPIC VOCABULARY- material, change, property, hard, strong, bendy, soft, smooth, stretchy, absorbent, waterproof, see-through, combine, mix, use, purpose, mixture, recycle.** |
| Year 2  Topic 4  Cycle A |



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| Maths | English |
| **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 =.**  Revisit and revise, prior to SATs: place value; addition and subtraction; multiplication and division; fractions; 2D and 3D shape; statistics; measurement.  **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:**  recount personal experiences-describe my favourite toy;  **recount real events-Great Fire of London;**  writing for different purposes-instructions for how to play an invented board game;  **write a summary of the film 'Toy Story';**  write a biography of Charles Macintosh. |

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| Science | Geography | History |
| **STEM: identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.**  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 observations and ideas to suggest answers to questions; gathering and recording data to help in answering questions. | **Name, locate and identify the 4 countries and capital cities of the UK and the surrounding seas when studying the life of Charles Macintosh and the Great Fire of London.** | **Study events beyond living memory that are significant nationally or globally-the Great Fire of London.**  Be aware of changes within living memory, revealing aspects of change in national life when comparing today's toys to those of our grandparents.  **Study lives of significant individuals in the past who have contributed to national or international achievements-Charles Macintosh and the development of waterproof fabric.** |

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| Art and Design | Design and Technology | Music |
| **Artsmark Award: continue to use a range of materials as we develop techniques of colour, pattern, texture, line, shape, form and space as we complete our painting on the theme of light for the school Artsmark Award Exhibition.** | **Design a purposeful, functional, appealing product for themselves and other users based on design criteria: a purse and a model of a 17th century London building.**  Generate, develop, model and communicate their ideas through talking and drawing;  **Select from and use a range of tools and equipment to perform practical tasks;**  Select from and use a wide range of materials and components, including construction materials and textiles according to their characteristics;  **Evaluate their ideas and products against design criteria.** | **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.**  **Charanga 6: Reflect, Rewind, Replay. Through the five songs and others that we have appraised throughout the year, we shall revisit and consolidate our learning, using our voices creatively and expressively, play tuned and un-tuned instruments musically and 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: Short Ride in a Fast machine by Adams; Horn Concerto no.4 by Mozart; Toccata and Fugue in D Minor by JS Bach; O Fortuna from Carmen by Orff; Dance of the Sugar Plum Fairy by Tchaikovsky; EineKleineNachtmusik by Mozart; Ride of the Valkyries by Wagner. |

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| 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.  **Apply our skills in preparing for our school sports day.**  Working indoors: develop balance, agility and co-ordination, and begin to apply these to perform a dance using simple movement patterns. | Continue to use the available outdoor spaces for any lesson, whenever we are able. |

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| PSHE/RSE | Religious Education | Computing/E-Safety |
| **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.**  **The sixth topic is Being Safe, covering the core themes of Health and Wellbeing and Living in the Wider World, through the following activities:**  H11-identifying household products are hazards if not used properly.  **H12-exploring rules for and ways of keeping safe in a range of situations**.  H13-knowing who to go to if they are worried.  **H14,H15-recognising that we have a responsibility for keeping ourselves and others safe.**  H16-exploring what is meant by 'privacy'; our right to keep things private and the importance of respecting others privacy.  **L2-understanding why rules are important in keeping us safe.**  L10-identifying people who work in the community and how to ask for help. | Based on the Derbyshire Agreed Syllabus 2020 onwards.  **Unit 1.5 Expressing: Christian and Jewish People.**  What makes some places sacred?   * What special/sacred place do you have, when do you go there, what do you do and how does it make you feel. * What place is sacred to Christian people, what would you see there, when and why do Christians go there and why it is important to them. * What place is sacred to Jewish people, what would you see there, when and why do Jewish people go there and why it is important to them. | **To use technology purposefully to create, organise, store, manipulate and retrieve digital content on pcourwork.**  Recognise common uses of information technology beyond school.  **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.  **Revisit E-safety through the following activities: Digi Duck's Big Decision; Kara and the Smart Crew; Clickin' Chicken; Smarty the Penguin and the work of Childline; NSPCC; ThinkUKnow; CEOP.** |