|  |  |
| --- | --- |
| Flash 'n' Crash! | **STEM OVERVIEW:** Physical Sciences- light and sound  How are sound and light made and how do we detect them.  What are natural sound sources and what are man-made sources of sound.  What is the relationship between white light and colour.  How we can feel sound.  How are sounds different and how can they be changed.  **TOPIC VOCABULARY: light, white light, natural, artificial, man-made, sound, sense, source, vibration, sun, strike, blow, scrape, shake, high, low, loud, soft, volume, pitch.** |
| Year 2  Topic 1  Cycle A |



|  |  |
| --- | --- |
| Maths | English |
| **Place value-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.  **Identify, represent and estimate numbers to 100 using different representations including the number line.**  Compare and order numbers from 0 up to 100 and use the signs <, > and =.  **Read and write numbers to at least 100 in numerals and words.**  Use place value and number facts to solve word problems.  **Addition and subtraction- recall and use addition and subtraction facts to 20 fluently and derive and use related facts to 100.**  Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.  **Add and subtract numbers using concrete objects, pictorial representations and mentally, including: a 2 digit number and units; a 2 digit number and tens; two 2 digit numbers; adding three 1 digit numbers.**  Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.  **Solve problems with addition and subtraction.**  Measurement-length and mass-choose and use appropriate standard units to estimate and measure length/height in any direction in metres and centimetres; mass in grams and kilograms to the nearest appropriate unit using rulers and scales.  **Compare and order length and mass and record the results using <, > and =.**  Continue revision and consolidation of previously taught topics and skills through the use of the Maths Box and Weekly Skills.  **Continue to learn the 2,5,10 and 3 times tables in and then out of order.** | **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 narratives about personal experiences and those of others, Florence Nightingale and Mary Seacole -linked to Black History Month  **writing about real events, Florence Nightingale, Mary Seacole and Grace Darling.**  writing for different purposes: retelling the story of The Lighthouse Keeper's Lunch,  write a biography of Joseph Wright,  write a diary entry for a day with Grace Darling at the lighthouse. |

|  |  |  |
| --- | --- | --- |
| Science | Geography | History |
| **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.**  Light and sound are not statutory requirements for study at KS1. | **Use world map, atlases, globes to identify places studied.**  Use aerial photos and plans to recognise landmarks and basic human and physical features-when locating the Crimea (Florence Nightingale), the Caribbean (Mary Seacole), Farne Islands (Grace Darling). | **Learn about the lives of significant individuals in the past who have contributed to national and international achievements- Mary Seacole, Martin Luther-King, (BHM link) Florence Nightingale and Grace Darling.**  Study events beyond living memory that are significant nationally or globally-Florence Nightingale and nursing, Grace Darling and the Forfarshire. |

|  |  |  |
| --- | --- | --- |
| Art and Design | Design and Technology | Music |
| **As part of our work towards the Artsmark Award we shall visit Derby Museum and Art Gallery to find out about the work of a range of artists, specifically Joseph Wright of Derby and his paintings about 'light at night'.**  Use drawing and painting to develop and share ideas, experiences and imagination based on the theme of light.  **To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to produce an original canvas for the Artsmark Award.**  To use a range of materials creatively to design and make products. | **When making a sound source model and a lighthouse model:**  **design purposeful, functional, appealing products for themselves and other users based on design criteria, 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.  **Build structures, exploring how they can be made stronger, stiffer and more stable.** | **Charanga 1**: through the South Africansong Hands, Feet, Heart, 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: Symphony no.5 by Beethoven; The Entertainer by Scott Joplin; In the Hall of the Mountain King by Grieg; Adiemus by Karl Jenkins; Hungarian Dance no.5 by Brahms; Waltz from Sleeping Beauty by Tchaikovsky; Montagues and Capulets by Prokofiev.**  **Charanga 2: through the Christmas song Ho, Ho, Ho! 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: Night on a Bare Mountain by Mussorgsky; Firebird Finale by Stravinsky; Largo from New World Symphony by Dvorak; Minute Waltz by Chopin; Hallelujah Chorus from Messiah by Handel; Troika-Sleigh Ride by Prokofiev.**  Learning our songs for the Christmas musical. |

|  |  |  |
| --- | --- | --- |
| 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. | From September until December, one afternoon per week:   * Leaf art using different types and colours * Leaf identification * Twig frames * Identifying different colours and textures * Leaf necklaces and headbands * Animal shelters * Human shelters * Woodland creature identification |

|  |  |  |
| --- | --- | --- |
| PSHE/RSE | Religious Education | Computing/E-Safety |
| **Our first topic is Drug Education, covering the core themes: Health and Wellbeing, through the following activities:**  H1- exploring the importance of physical, mental and emotional health.  **H2- exploring how to make informed choices.**  H11- understanding the role of drugs as medicines.  **H11- identifying the alternatives to taking medicines.**  H11-identifying that household products, including medicines, can be harmful if not used properly.  **H12-identifying rules for and ways of keeping safe.**  H15- recognising that we have a shared responsibility for keeping ourselves and others safe.  **The second topic is Being Me, covering the core themes: Living in the Wider World and Relationships, through the following activities:**  L4- recognising we belong to different groups and communities such as family and school.  **L8- exploring ways in which we are unique.**  L9- identifying ways in which we are the same as all other people; what we have in common with other people.  **R7- offer constructive support to others.**  R9-identify what makes each of us special. | Based on the Derbyshire Agreed Syllabus 2020 onwards.  **Unit 1.7 Living: Christian and Jewish People.**  What does it mean to belong to a faith community?   * What is a community: what communities do we belong to, do communities have rules, meeting places, certain activities. * Churches as faith communities: who belongs, are there rules, do people believe the same things, do they meet together and what for. * Synagogues as faith communities: who belongs, are there rules, do people believe the same things, do they meet together and what for. | **To 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.**  Through the following activities: Digi Duck's Big Decision; Kara and the Smart Crew; Clickin' Chicken; Smarty the Penguin.  Childline; NSPCC; ThinkUKnow; CEOP.  **STEM: use a QR code to find information about light and sound sources, recognising common uses of information technology beyond school.** |