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| 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 2Topic 1Cycle A |



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| 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. |

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| 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. |

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| 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. |

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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. | 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
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| 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.** |