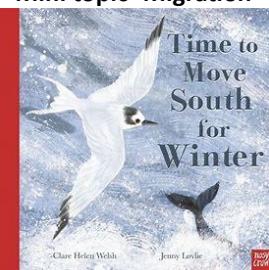


## Year 2 Long Term Plan for Learning

<b>Year 2 Topic Cycle</b>				
Autumn term	Spring term	Summer term		
<b>Main topic- Journeys</b>  <b>Real life experience- Plan a journey and take a trip</b>	<b>Mini topic- Migration</b> 	<b>Main topic- Homes &amp; The Great Fire of London (linking Harlow)</b>  <b>Book- Vlad and the Great Fire of London/ The Great Fire of London- Emma Adams &amp; James Weston Lewis</b>	<b>Main topic- Asia</b>  <b>Key question- Would it be good if we were all the same?</b>	<b>Mini topic- Olympics</b> 

### **Reading**

**The children in Year 2 will take part in whole class reading lessons and guided reading in groups.**

***The children will be working on these skills across the year in their reading;***

***Sounds***

Reading most words quickly and accurately, without overt sounding and blending.

***Read***

Reading all of the Year 1 and 2 common exception words.

Increasing the speed of their reading to read fluently and confidently.

***Retrieve***

Ask and answer simple questions about the text.

***Inference***

Make inferences on the basis of what is being said.

***Clarify & Explain***

Explain clearly an understanding of what is being read to them.

***Text Organisation***

Become familiar with and retell a wide range of stories using words and phrases from the text.



***In the Autumn term the children will work on these reading skills;***

***Vocabulary***

Check that text makes sense and self-correct.

***Read***

Self-correct when reading aloud

***Sounds***

Read accurately words of two or more syllables that contain the same graphemes as above.

***Text Organisation***

Recognise recurring language in stories and poems.

***Poetry***

Listen to, discuss and express views on a range of poetry.

***In the Spring term the children will work on these reading skills;***

***Sounds***

Read most words containing common suffixes (-ly, -ful, -ment, -ness)

***Read***

Decrease reliance on 'sounding out' in common words

***Vocabulary***

Discuss and clarify meanings of new words and link these to words they already know.

***Text Organisation***

Be introduced to how non-fiction books are structured in different ways.

***In the Summer term the children will work on these reading skills;***

***Link***

Make links between the book they are reading and other books they have read.

***Predict***

Predict what may happen based on previous events, using clues from what they have already read.

***Purpose & Viewpoint***

Give opinions about books backed up by reasons.

***Poetry***

Build up a repertoire of poems and recite them by heart, with some intonation.

	<p><b>Sequence</b> Discuss the sequence of events in texts and how events are connected.</p>	
<b>Writing</b>		
<b>The children will use Talk for Writing to learn how to form texts to write.</b>		
<b>The children will be working on these skills across the year in their writing;</b>		
<b>Planning, Writing, Editing &amp; Evaluating</b>		
Plan or say out loud what they are going to write about including writing down ideas and/or key words, including new vocabulary. Encapsulate what they want to say, sentence by sentence.		
	<p>Write narratives about personal experiences and those of others (real and fictional).</p> <p>Write about real events.</p> <p>Write simple poetry.</p>	
<b>Sentences</b>	Form sentences with different forms: statement, question, exclamation, command.	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
<b>Punctuation</b>	Use the full range of punctuation taught at key stage 1 mostly correctly including: Handwriting (Following Penpals structure and order) Readiness & Posture Be reminded to sit correctly and comfortably. Have a sharp pencil.	
<b>Terminology used throughout the year:</b>	Recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.	
<b>In the Autumn term the children will work on these writing skills;</b>	<b>In the Spring term the children will work on these writing skills;</b>	<b>In the Summer term the children will work on these writing skills;</b>
<b>Handwriting</b> Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Begin to use the diagonal and horizontal strokes needed to join letters.	<b>Handwriting</b> Use spacing between words that reflects the size of the letters. Continue to use further diagonal and horizontal strokes needed to join letters.	<b>Handwriting</b> Securing joins <b>Spelling</b> Learning to spell more words with contracted forms. Learning the possessive apostrophe (singular) [for example, the girl's book]
<b>Word suffixes- nouns</b> Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs	<b>Word suffixes- nouns</b> Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]	<b>Word suffixes- nouns</b> Formation of adjectives using suffixes such as –ful, –less. (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1)
<b>Planning, Writing, Editing &amp; Evaluating</b> Proofread to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).	<b>Planning, Writing, Editing &amp; Evaluating</b> Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.	<b>Planning, Writing, Editing &amp; Evaluating</b> Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils.
<b>Awareness of Audience, Purpose and Structure</b> Use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.	<b>Awareness of Audience, Purpose and Structure</b> Read aloud what they have written with appropriate intonation to make the meaning clear.	<b>Awareness of Audience, Purpose and Structure</b> Write for different purposes with an awareness of an increased amount of fiction and non-fiction structures
<b>Use of Phrases &amp; Clauses</b> Use co-ordination (or/and/but).	<b>Sentence Construction &amp; Tense</b>	

<p>Use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p> <p><b>Punctuation</b></p> <p>Use finger spaces, capital letters and question marks consistently.</p> <p>Use commas for lists.</p> <p><b>Alan Peat</b>- recap Ws/ list sentences.</p> <p>Learn 2A sentences</p>	<p>Use the present tense and the past tense mostly correctly and consistently.</p> <p><b>Use of Phrases &amp; Clauses</b></p> <p>Use some subordination (when/if/ that/because).</p> <p><b>Text</b></p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p><b>Punctuation</b></p> <p>Use finger spaces, capital letters, question marks and exclamation marks consistently.</p> <p><b>Alan Peat</b>- BOYS sentences</p>	<p><b>Sentence Construction &amp; Tense</b></p> <p>Use some features of written Standard English.</p> <p><b>Text</b></p> <p>Correct choice and consistent use of present tense and past tense throughout writing.</p> <p><b>Punctuation</b></p> <p>Use apostrophes for contracted forms and the possession consistently.</p> <p><b>Alan Peat</b>- What + ! sentences</p>
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### Spelling

**The children will follow Letters and Sounds (phonics if needed) and then move on to No Nonsense Spelling.**

**In the Autumn term the children will learn these spelling rules;**

Phase 5 recap  
Homophones  
Common Exception word strategies  
Polysyllabic words  
Proof reading  
'I' in common exception words (mind/ kind)  
Homophones to/ too/ two  
Strategy- which one looks right?  
'ge' and 'dge'  
'c' before e/ i/ y  
'kn' and 'gn' at beginning of words



**In the Spring term the children will learn these spelling rules;**

'y' as an 'I' sound  
'le'  
Contractions  
Adding endings '-ing', '-ed', '-er', '-est' to words ending in 'e' with a consonant before it  
'ey'  
Near homophones  
'wr'  
Common exception words  
Adding '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel/  
'a' after 'w' and 'qu'  
Adding '-es' to nouns and verbs ending in 'y'  
The possessive apostrophe (singular nouns)  
Adding suffixes '-ful', '-less' and '-ly'  
Words ending '-tion'

**In the Summer term the children will learn these spelling rules;**

'el' at the end of words  
Adding endings '-ing', '-ed', '-er', and '-est' to words ending in '-y'  
The /ɔ:/sound spelt 'a' before 'l' and 'll'  
The /ɔ:/ sound spelt 'ar' after 'w'  
Suffixes '-ment' and '-ness'  
The /ɔ:/ sound spelt 'or' after 'w'  
Possessive apostrophe  
The /l/ or /əl/ sound spelt '-al' at the end of words  
The sound spelt 'o'  
/l/ or /əl/ sounds spelt 'il' at the end of words



### Spoken Language

**Links are made with Philosophy.**

**In the Autumn term the children will practice to;**

**Listen & Respond**  
Listen and respond appropriately to adults and their peers.  
**Articulation**  
Articulate and justify answers, arguments and opinions.  
**Attention**

**In the Spring term the children will practice to;**

**Question**  
Ask relevant questions to extend their understanding and knowledge.  
**Vocabulary**  
Use relevant strategies to build their vocabulary.  
**Describe & Explain**

**In the Summer term the children will practice to;**

**Express Understanding**  
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  
**Viewpoints**  
Consider and evaluate different viewpoints, attending to and building on the contributions of others.

<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p><b>Fluency</b> Speak audibly and fluently with an increasing command of Standard English.</p> <p><b>Discuss, Present &amp; Perform</b> Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p><b>Maintain Interest</b> Gain, maintain and monitor the interest of the listener(s)</p>	<p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p><b>Register</b> Select and use appropriate registers for effective communication.</p>	
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## Maths

<p><b>In the Autumn term the children will learn;</b> Place value Addition and Subtraction</p>	<p><b>In the Spring term the children will learn;</b> Multiplication and Division Reasoning</p> 	<p><b>In the Summer term the children will learn;</b> Shape and measures</p>
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## Science

Our science units are linked to our topics were possible. The children will have a chance to work scientifically each term as well as gain new knowledge.

<p><b>In the Autumn term the children will be working scientifically by;</b> Plants Observe and describe how bulbs grow into a mature plant.  <b>The children will investigate questions such as;</b> Do bigger seeds grow bigger plants? What conditions do woodlice prefer to live in?</p>	<p><b>In the Autumn term the children will be learning about;</b> Plants Observe and describe how bulbs grow into a mature plant.  <b>Living things and their habitats</b> Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic need of different kinds of animals and plants and how they depend on each other.  Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p>	<p><b>In the Spring term the children will be working scientifically by;</b> Make a simple prediction and discuss why they think this.</p> <p><b>The children will investigate questions such as;</b> How do we choose the best materials?</p>	<p><b>In the Spring term the children will be learning about;</b> <b>Materials</b> Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.  Identify and compare the suitability of a variety of materials, including wood, metal, plastic, glass, brick/rock and paper/ cardboard, for particular uses.</p>	<p><b>In the Summer term the children will be working scientifically by;</b> Ask simple questions and recognise that they can be answered in different ways. Perform simple tests.</p> <p><b>The children will investigate questions such as;</b> Do living things change or stay the same? Which offspring belongs to which animal? Do bananas make you run faster?</p>	<p><b>In the Summer term the children will be learning about;</b> <b>Animals, including humans</b> Find out about the basic needs of animals, including humans, for survival (water, food and air)  Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p>
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How does the school pond change over time?	<p>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.</p> <p><b><i>They will learn about the Scientists;</i></b> Captain Cook/ Alan Titchmarsh</p>	<p>Which materials would be best for a baby toy/ little pigs house roof? How have materials changed over time?</p>	 <p><b><i>They will learn about the Scientist;</i></b> Charles Macintosh <b><i>Plants</i></b> Observe and describe how seeds grow into a mature plant. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p><b><i>They will learn about the Scientists;</i></b> <b><i>Charles Macintosh</i></b></p>		<p><b><i>They will learn about the Scientist;</i></b> Elizabeth Garrett Anderson</p> 
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### Computing

<p><b><i>In the Autumn term the children will;</i></b> <b><i>Programming &amp; Coding</i></b> Give instructions to a friend (using forward, backward and turn) and follow their instructions. Tell you the order they need to do things to make something happen and talk about it as an algorithm. Program a robot or software to do a particular task. Look at a friend's program and tell you what will happen. Use programming software to make objects move. Watch a program execute and spot where it goes wrong so that they can debug it.</p>	<p><b><i>In the Spring term the children will;</i></b> <b><i>Multimedia</i></b> Use technology to create, organise and present their ideas. Use the keyboard on their device to add, delete and space text for others to read. Save and open files on the devices they use. Tell you about an online tool that will help them share their ideas with other people.</p> 	<p><b><i>In the Summer term the children will;</i></b> <b><i>Data Handling</i></b> Talk about different ways they can use technology to collect information, including a camera, microscope or sound recorder. Tell you about what kind of information they could use to help them investigate a question. (Link to Science) Can make and save a chart or graph using the data they collect and talk about the data that is shown in their chart or graph. Start to understand a branching database.</p>
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Online Safety					
<p><b><i>In the Autumn term the children will learn how to;</i></b></p> <p><b><i>Health, Well-being &amp; Lifestyle</i></b></p> <p>Explain simple guidance for using technology in different environments and settings.</p> <p>Say how those rules/ guidelines help them.</p> <p><b><i>Privacy &amp; Security</i></b></p> <p>Describe how online information about themselves could be seen by others.</p> <p>Describe and explain some rules for keeping their information private.</p> <p>Explain what passwords are and can use passwords for their accounts and devices.</p> <p>Explain how many devices in their home could be connected to the internet and can list some of those devices.</p> <p><b><u>Personal Development</u></b></p> <p><b><i>Physical Wellbeing</i></b></p> <p>Animals including humans; recognising the importance of knowing when to take a break from time online or TV.</p> <p><b><i>Keeping Safe</i></b></p> <p>Online Safety; about rules and age restrictions that keep us safe</p> <p><b><i>Communities</i></b></p> <p>Online Safety; about the role of the internet in everyday life</p> <p>Online Safety; about how the internet and digital devices can be used safely to find things out and to communicate with others</p>		<p><b><i>In the Spring term the children will learn how to;</i></b></p> <p><b><i>Self-image &amp; Identity</i></b></p> <p>Explain how other people's identity online can be different to their identity in real-life.</p> <p>Describe ways in which people might make themselves look different online.</p> <p>Give examples of issues online that might make them feel sad, worried, uncomfortable or frightened; give examples of how they might get help.</p> <p><b><i>Online Relationships</i></b></p> <p>Use the internet to communicate with people they don't know well (e.g. email a penpal in another school/ country)</p> <p>Give examples of how they might use technology to communicate with others they don't know well.</p> <p><b><i>Online Bullying</i></b></p> <p>Give examples of bullying behaviour and how it could look online.</p> <p>Understand how bullying can make someone feel.</p> <p>Talk about how someone can/ would get help about being bullied online or offline</p> <p><b><u>Personal Development</u></b></p> <p><b><i>Safe relationships</i></b></p> <p>Online Safety; that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p><b><i>Physical Wellbeing</i></b></p> <p>Online Safety; about different ways to learn and play.</p> <p><b><i>Keeping Safe</i></b></p> <p>Online Safety; basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p>		<p><b><i>In the Summer term the children will learn how to;</i></b></p> <p><b><i>Online Reputation</i></b></p> <p>Explain how information online about themselves can last for a long time.</p> <p>Know who to talk to if they think someone has made a mistake about putting something online.</p> <p><b><i>Managing Online Information</i></b></p> <p>Use keywords in search engines.</p> <p>Demonstrate how to navigate a simple webpage to get information they need (e.g. home, forward, back buttons, links, tabs and sections)</p> <p>Explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri)</p> <p>Explain the differences between things that are 'imaginary' 'made up' or 'make believe' and things that are 'true' or 'real'.</p> <p>Explain why some information they find online may not be true.</p> <p><b><i>Copyright &amp; Ownership</i></b></p> <p>Describe why other people's work belongs to them.</p> <p>Recognise that content on the internet may belong to people.</p> <p><b><u>Personal Development</u></b></p> <p><b><i>Media literacy &amp; digital resilience</i></b></p> <p>Online Safety; that not all information seen online is true</p>	

PE					
We use Getset4pe to plan the children's learning in PE.					
<b><i>In Autumn 1 the children will develop their skills in;</i></b>	<b><i>In Autumn 2 the children will develop their skills in;</i></b>	<b><i>In Spring 1 the children will develop their skills in;</i></b>	<b><i>In Spring 2 the children will develop their skills in;</i></b>	<b><i>In Summer 1 the children will develop their skills in;</i></b>	<b><i>In Summer 2 the children will develop their skills in;</i></b>
<b><i>Sending &amp; Receiving</i></b>	<b><i>Team Building</i></b>		<b><i>Invasion Games</i></b>	<b><i>Net &amp; Wall Games</i></b>	<b><i>Athletics</i></b>

<b>Gymnastics</b>	<b>Ball skills</b>	<b>Dance</b> <i>Invasion Games</i>	<b>Target games</b>	<b>Striking &amp; Fielding Games</b>	
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<i>Why is light an important symbol for Christians Jews and Hindus?</i> Christian, Jewish, Hindu	<i>What does the nativity story teach Christians about Jesus?</i> Christian	<i>How do Jews belong to their faith family?</i> Jewish	<i>How do Jewish people celebrate Passover (Pesach)?</i> Jewish	<i>Why do people have different views about the idea of God?</i> Multi/Humanist
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Geography

We teach Geography through our topics. Geography skills are given purpose and made 'real-life' by linking the learning on a topic/ theme.

*The children will be working on these skills across the year:*

**Interpret:** Analyse seasonal and daily weather patterns in the UK and areas of the wider world

**In our topic on the Journeys and Migration, the children will learn to:**



**Location**

Use aerial photos and plan perspectives to recognise landmarks and basic features. Identify key features of a location in order to say whether it is a city, town, rural or coastal area.

**Location**

Name and locate the world's seven continents and five oceans.

**Interpret**

Locate hot and cold areas of the world in relation to the Equator. Analyse seasonal and daily weather patterns in the UK and areas of the wider world

**Mapping**

Use simple compass directions (North, South, East and West) and locational and directional language e.g. up/ down, left/ right, forwards/ backwards, near/ far.

Devise a simple map, using and constructing a key using basic symbols.

**In our topic on The Great Fire of London, the children will learn to:**

**Physical & Human Features**

Use photos to explain what is the same/ different about places. Understand geographical similarities/ differences through studying human/ physical **features comparing UK to a non- European country.**

**In our topic on Asia, the children will learn to:**

**Location**

Name and locate the world's seven continents and five oceans.

**Mapping**

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.

**Mapping**

Devise a simple map, using and constructing a key using basic symbols.



History

We teach History through our topics. History skills are given purpose and made 'real-life' by linking the learning on a topic/ theme.

**Historical Figure & Enquiry;**

**Historical Figure & Enquiry;**

**Historical Figure & Enquiry;**

<p>Emelia Earhart</p> <p><b>Chronology</b> Recount stories from the past remembering key names or places using pictures of words to support them.</p> <p><b>Impact</b> Learn about the lives of significant individuals in the past who have contributed to national and international achievement. Some should be used to compare aspects of life in different periods.</p> <p>Find out about events beyond living memory that are significant nationally or globally.</p>	<p>Samuel Pepys/ Great Fire of London/ Grenfell Tower</p> <p><b>Chronology</b> Show an awareness of the past, using common words and phrases relating to the passing of time.</p> <p><b>Historical Enquiry</b> Show understanding of some ways we find out about the past and identify different ways in which it is represented.</p> <p>Use a wide vocabulary of everyday historical terms.</p> <p><b>Impact</b> Describe changes in living memory and aspects of changes in national life.</p> <p><b>Historical Enquiry</b> Ask and answer questions, using parts of stories and other sources to show they know and understand key features of events.</p>	<p>The Olympics/ London 2012</p> <p><b>Impact</b> Find out about events beyond living memory that are significant nationally or globally.</p>
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## Art

Art skills are taught discreetly. Artists studied are linked to the topic/theme.

*The children will be working on these skills across the year;*

**Create & Explore;** Use a range of materials creatively to design and make products

**Master Techniques;** Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

**These are the artists the children will study;**

Ferdinand Leger

**The skills the children will master in the Autumn term are;**

**Painting**

**Colour Wheels**

Create colour wheels with primary and secondary colours.

**Mixing Colours**

Experiment with primary colours to make secondary colours.

**Appreciate & Evaluate**

**Recap from Year 1;** Recognise and describe key features of their own and others work.



**These are the artists the children will study;**

Sketching linked to the Great Fire of London/ sculpture link to DT

**The skills the children will master in the Spring term are;**

**Drawing**

**Texture**

Recap from Year 1; Show pattern and texture by adding dots and lines.

Begin to use different pencils to show texture.

**Sculpture**

Produce and decorate models confidently.

**Appreciate & Evaluate**



**These are the artists the children will study;**

Henri Rousseau

**The skills the children will master in the Summer term are;**

**Painting**

Create different effects with brushes.

**Watercolours**

Mix primary colours.

**Brush Techniques**

Use a brush with control to produce marks appropriately on their work.

**Appreciate & Evaluate**

Express clear preferences and give reasons for these (I like this because..)

	Express clear preferences and give reasons for these (I like this because..)	
<b>Design &amp; Technology</b>		
<p><b>The design and technology process is followed to ensure key skills are learnt and all units follow design, make, evaluate.</b></p>		
<p><b>In the Autumn term the children will design, make and evaluate a mode of transport</b></p> <p><b>In the Autumn term the children will make a Christmas Cake for food technology.</b></p> <p><b>During these topics these skills will be learnt:</b></p> <p><b><u>Construction</u></b></p> <p><b><u>Explore</u></b> Explore different vehicles. What is similar/different. Identify wheels, axles.</p> <p><b><u>Design</u></b> Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups.</p> <p><b><u>Make</u></b> Select from and use a wider range of tools and equipment to perform practical tasks. Design purposeful functional, appealing products for themselves and other users based on design</p> <p><b><u>Evaluate</u></b> Evaluate their ideas and products against design criteria.</p> <p><b><u>Nutrition</u></b></p> <p><b><u>Explore</u></b> Understand that food has to be farmed, grown elsewhere (e.g. home) or caught. Use sensory language eg. Juicy, crunchy, sweet, sticky</p>	<p><b>In the Spring term the children will design, make, and evaluate a London Landmark.</b></p> <p><b>In the Spring term the children will a make a bread roll for food technology.</b></p> <p><b>During these topics these skills will be learnt;</b></p> <p><b><u>Construction</u></b></p> <p><b><u>Explore</u></b> Explore different vehicles. What is similar/different. Identify wheels, axles.</p> <p><b><u>Design</u></b> Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups.</p> <p><b><u>Make</u></b> Select from and use a wider range of tools and equipment to perform practical tasks. Build structures, exploring how they can be made stronger, stiffer and more stable. Design purposeful functional, appealing products for themselves and other users based on design criteria.</p> <p><b><u>Evaluate</u></b> Evaluate their ideas and products against design criteria.</p> <p><b><u>Nutrition</u></b></p> <p><b><u>Make</u></b> Use ovens to bake.</p> <p><b><u>Evaluate</u></b> Evaluate through taste-testing and user feedback.</p>	<p><b>In the Summer term the children will design, make, and evaluate a t-shirt for the Olympics.</b></p> <p><b>In the Spring term the children will make a sandwich and a fruit kebab for a picnic.</b></p> <p><b>During these topics these skills will be learnt;</b></p> <p><b><u>Textiles</u></b></p> <p><b><u>Explore</u></b> Generate, develop, model and communicate their ideas for a functional product.</p> <p><b><u>Design</u></b> Choose materials based on their functional and appealing products. Draw their template.</p> <p><b><u>Make</u></b> Cut, shape and join fabrics using a running stitch. (eg make a puppet).</p> <p><b><u>Evaluate</u></b> Suggest how the product could be improved. Does it match their template?</p> <p><b><u>Nutrition</u></b></p> <p><b><u>Design</u></b> Name and sort foods into 5 groups (Use the eatwell guide.)</p> <p><b><u>Eatwell guide 2016 FINAL MAR29</u></b> <a href="http://publishing.service.gov.uk">publishing.service.gov.uk</a></p> <p><b><u>Make</u></b> Use cutting, peeling and grating to prepare ingredients.</p>

**Music**  
Music units are linked to topics and events in the school calendar.

 <p><b>In the Autumn term the children will take part in the Harvest festival and perform their Christmas nativity.</b></p> <p><b>Alongside these, they will learn to;</b>  <b>Listen-</b> Listen with concentration</p> <p>Recognise sounds of different instruments.</p> <p><b>Appraise</b>      Perform actions to words and match movements to music.</p> <p><b>Respond and move to a steady beat and count the beats in rhythm patterns.</b></p> <p><b>Perform</b>  <b>Play</b>  <b>Perform simple patterns, keeping to a steady beat/ pulse.</b>      Play tuned and untuned instruments with increasing control.</p> <p><b>Sing</b>  <b>Sing with a sense of melody.</b></p> <p><b>Compose</b>      Select appropriate instruments.      Create rhythmic and melodic patterns.</p>	<p><b>In the Spring term, the children will learn to;</b>  <b>Listen-</b> Listen with concentration</p> <p>Identify differences between how musical elements have been used e.g. changes in:</p> <ul style="list-style-type: none"> <li>*dynamics</li> <li>*tempo</li> <li>*pitch</li> <li>*duration</li> <li>*timbre</li> </ul> <p><b>Appraise</b>      Identify how music is used for different purposes e.g. lullaby, tell a story and dance etc.</p> <p>Recognise how musical elements can be used to create different effects and moods.</p> <p><b>Perform</b>  <b>Sing</b>      Sing with an awareness of others? (eg controlling dynamics / starting and finishing together)</p> <p><b>Compose</b>      Know that sounds can be made by playing instruments in different ways eg plucked/blown /hit/shaken</p> <p><b>Choose and order sounds within simple structures (eg beginning/middle/end) in response to a given starting point.</b></p>	<p><b>In the Summer term the Year 2 children will take part in the Year 2 Singing Festival with other schools.</b></p>  <p><b>Alongside this, they will learn to;</b>  <b>Listen-</b> Listen with concentration</p> <p>Recognise repeated melody patterns.</p> <p><b>Appraise</b>      Discuss in more detail what they know/ feel using every day and musical vocabulary.</p> <p>Respond to each other's compositions.</p> <p><b>Perform</b>      Rehearse and perform with others.</p> <p><b>Begin to read simple rhythm notation.</b></p> <p><b>Compose</b>      Represent sounds with graphic symbols.</p> <p>Improve their own work.</p>
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Philosophy		
<p><b>In the Autumn term the children the children will develop skills to;</b>  <b>Questioning</b>      Answer questions about things they are familiar with.</p> <p><b>Reasoning, Analysing &amp; Evaluating</b>      Justify an opinion by giving reasons.</p> <p><b>Listening &amp; Expressing ideas</b>      Begin to listen to others opinions and respond appropriately.</p> <p><b>Creative thinking</b>      Articulate clearly and project the voice.</p> <p><b>Creative thinking</b>      Use imagination to think of ideas for different activities e.g. stories, dance and painting.</p>	<p><b>In the Spring term the children will develop skills to;</b>  <b>Questioning</b>      Show a willingness to ask questions in many situations.</p> <p><b>Reasoning, Analysing &amp; Evaluating</b>      Explain thoughts to a group.</p> <p><b>Listening &amp; Expressing ideas</b>      Speak clearly when expressing thought.</p> <p><b>Creative thinking</b>      Build on initial ideas.</p> 	<p><b>In the Summer term the children will develop the skills to;</b>  <b>Questioning</b>      Ask questions that start with who, where and when.</p> <p><b>Reasoning, Analysing &amp; Evaluating</b>      Predict what they think will happen and explain why, then make links.</p> <p>Understand the different techniques used when speaking e.g.</p> <ul style="list-style-type: none"> <li>-speak clearly</li> <li>-build on evidence</li> <li>-relevant information</li> <li>-turn taking</li> <li>-A, B, C</li> </ul> <p><b>Listening &amp; Expressing ideas</b>      Ensure all group members have a turn.</p> <p>Keep on topic during a discussion.</p> <p>Know how to find out more about something.</p>

		<p><b>Creative thinking</b> Give more than one possibility of what might be.</p>
<b>Personal Development</b> <b>To support personal development teaching, links are made, where possible, to other subjects.</b>		
<p><b><u>Keep safe and Healthy</u></b> <b><u>Relationships</u></b> Know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. Understand the importance of friendships and begin to develop strategies for building positive friendships. Describe how emotions from the inner circle of the emotions when make us feel both physically and mentally. Understanding the importance of self-respect. Recognise and understand bullying behaviours and know that bullying is different to falling out with friends. Be able to recognise negative aspects of using technology. (Linked to Online Safety) <b><u>Living in the 21<sup>st</sup> Century</u></b> <b><u>Self-regulation</u></b> Know what ACH in Reaching for the stars looks like and how to achieve this in Tany's Dell and beyond <b><u>British Values at Tany's Dell</u></b> <b><u>Rule of Law:</u></b> -Understand the need for rules and why we should follow them -Say if a rule is fair <b><u>Individual Liberty:</u></b> -Make decisions and understand repercussions of choices -Understand that they are responsible for their own behaviour</p>	<p><b><u>Keep safe and Healthy:</u></b> <b><u>Managing Self</u></b> Develop understanding of safe and unsafe scenarios. Recognise people who keep us safe. Knowing to call for help when someone is in need. Know when, why and how we should call 999. Recognise feelings of being unsafe or feeling bad about any adult and knowing how to deal with that. Know how to recognise risks online and how to report them. (Linked to Online Safety) <b><u>Living in the 21<sup>st</sup> Century</u></b> <b><u>Self-regulation</u></b> Understand the importance of saving money. <b><u>British Values at Tany's Dell</u></b> <b><u>Democracy:</u></b> -Know that theirs and others' views count -Take part in a fair vote</p>	<p><b><u>Keep safe and Healthy</u></b> <b><u>Managing self</u></b> Know the difference between healthy and unhealthy food choices. (Link to Science) Know where to get advice eg. Family members including family members they do not live with. <b><u>Living in the 21<sup>st</sup> Century</u></b> <b><u>Self-regulation</u></b> Know the characteristics of a healthy family life. Know how to recognise if family relationships are making them feel unhappy or unsafe. <b><u>British Values at Tany's Dell</u></b> <b><u>Mutual Respect, tolerance and diversity:</u></b> -Know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc. -Know that people have things in common, but everyone is unique.</p>