

Termly Curriculum Information

Term 3: 8th April – 21st June, 2019

Year 2

Science: Animals

Topic: Can one person really make a difference to the air pollution in China? (*Project Based Learning*)

English	
Key Learning Skills and Knowledge	Key Activities
<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Children will begin to vary their voice and intonation when speaking • Children will be able to sustain talk with an increased range of vocabulary • Children will listen carefully and respond appropriately with relevant questions • Children will speak in an audible and clear voice • Children will start to adapt their speech to different situations <p>Children will engage in role play and develop their knowledge of well-known stories through Talk for Writing work</p>	<ul style="list-style-type: none"> • Use hot seating activities to develop their understanding of a character • Use the consciences alley technique to make decisions about the characters, settings and stories they are learning • Develop a set of actions for a text • Orally perform an animal adventure story • Compose their own oral story in a group and in pairs • Listen to and discuss a wide range of animal adventure stories . • Learn what persuasion means • Use key vocabulary linked to persuasion
<p>Reading</p> <ul style="list-style-type: none"> • Children will recite and know by heart a range of texts (Animal Adventure stories and Persuasive) using Talk for Writing techniques • Children will apply phonic knowledge to decode age appropriate texts fluently and accurately • Children will recognise different structures of fiction and non-fiction books • Children will ask and answer simple questions about texts that are read to them using evidence from pictures and words • Children will use the context of a book to help infer the meaning of a new word • Children will use skimming and scanning skills to locate key information • Children will create written answers to comprehension questions 	<ul style="list-style-type: none"> • Read a variety of texts as a whole class and individually during Guided Reading and Story Time sessions • Read to a class teacher and parent helper weekly • Read a range of books independently from the classroom reading corner and primary library • Discuss and explore the features of Animal Adventure stories and Persuasive texts • Retrieve information from non-fiction texts, e.g. use the content, glossary and index pages • Read out loud using punctuation to help the listener understand <p>Read a range of key words and common exception words on sight</p>



<p>Writing</p> <ul style="list-style-type: none">• Children will plan or say out loud what they are going to write about• Children will compose and rehearse sentences through a variety of Talk for Writing activities• Children will structure sentences correctly using full stops, capital letters, commas in lists, inverted commas to show speech and question marks accurately• Children will use a connective other than and (e.g. however, but, although, because, after, then, next, at last, also) to create complex sentences• Children will continue to show awareness of the reader by providing additional detail through adjectives, similes, verbs and adverbs• Children will use interesting and adventurous vocabulary, e.g. adjectives, sentence openers, similes and expanded noun phrases	<p>Fiction - Animal Adventure Stories</p> <ul style="list-style-type: none">• Sequence events in narrative through story mapping or reconstruction of the text• Identify the purpose, audience, structure and language features of an animal adventure story .• Write and evaluate a character and setting description• Plan, draft, edit and proof-read an animal adventure story linked to their Science topic• Evaluate their own and others independent writing<ul style="list-style-type: none">• Identify persuasive features in adverts• Use features of persuasion• Create adverts linked to PBL topic• Use the features of persuasion• Write in paragraphs• Identify features of persuasive letters• Use features of persuasive letters• Plan, draft, edit and proof-read a persuasive letter (linked to our PBL topic)
<p>Handwriting</p> <ul style="list-style-type: none">• Children will use the correct formation of all lower and upper case letters• Children will use the correct proportion with their ascenders and descenders• Children will continue to learn how to join the appropriate phonic sounds• Children will use the top line when writing a capital letter and not join it to the lower case letters• Children will use a cursive handwriting style in all of their lessons	<ul style="list-style-type: none">• Use weekly handwriting lessons to improve their printed writing and continue to practise using cursive writing• Focus on becoming a cursive writer using the Nelson Handwriting Scheme• Practice spacing letters consistently keeping letters on and within the lines• Consistently writing from the margin during English and Topic lessons• Ensuring letters are joined correctly using the cursive style
<p>Mathematics</p>	
<p>Number and Place Value</p> <ul style="list-style-type: none">• Children will read and write numbers to at least 1000 in numerals and in words• Children will compare and order numbers from 0 up to 1000; using <, > and = signs• Children will understand the place value of each digit in a number and use this to order numbers up to 1000• Children will count in steps of 2, 3, 4 and 5 from	<ul style="list-style-type: none">• Order numbers to 1000• Use the < > symbols to understand more than and less than• Know that the = symbols means equal to and the same as• Know the place value of numbers in the thousands, hundreds, tens and ones columns• Learn their 2, 3, 4, 5 and 10 times table



0, and in tens from any number, forward and backward

Addition and Subtraction

- Children will recall and use addition and subtraction facts to 10, 20 and 100 fluently
- Children will know that addition of two numbers can be done in any order but subtraction cannot
- Children will recognise that subtraction is the inverse of addition
- Children will solve problems with addition and subtraction
- Children will recognise that multiplication is the inverse of subtraction
- Children will use jottings, arrays, the Singapore method and the grid method to solve multiplication and division problems

Statistics

- Children will interpret and construct pictograms, tally charts, block graphs, venn diagrams and other tables

Measurement

- Children will tell and write the time on an analogue clock to five minutes and quarter past and to the hour and draw the hands on a clock face
- Children will link the digital time to the analogue time
- Children will convert between the 12 and 24 hour clock
- Children will begin to know on the time on an analogue clock in 1 minute intervals

Geometry

- Children will identify and describe the properties of 2D and 3D shapes, including the number of sides (edges), corners (vertices) and faces and line symmetry in a vertical line.

Fractions

- Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity

facts

- Identify the corresponding division facts
- Know how to use inverse operations to check their working out
- Count in ones to 1000
- Complete addition problems using 1, 2 and 3 digit numbers
- Complete subtraction problems using 1, 2 and 3 digit numbers
- Use number squares, number lines and empty number lines to solve problems
- Read word problems, identifying the math and solving the questions
- Read and draw pictograms independently
- Read and draw tally charts and block graphs
- Use clocks to show different times in 5 minute intervals, e.g. 20 past 1 or 25 to 6
- Match up digital written times to their analogue clock faces
- Draw different 2D and 3D shapes
- Name and count the number of sides and corners each 2D shape has
- Learn the names of 3D shapes
- Count the number of vertices, edges and faces each 3D shape has
- Identify lines of symmetry in 2D shapes
- Learn how to use the grid method to solve 1 digit by 2 digit multiplication questions
- Apply their skills in Maths Mastery sessions
- Confidently use arrays, jottings and the Singapore method to solve division and multiplication problems
- Know which is the denominator and which is the numerator in a fraction
- Know what $\frac{1}{2}$ and $\frac{1}{4}$ are and be able to draw their own examples
- Develop problem solving skills using the RUCSAC acronym
- Know what symmetry is and how to turn 90 and 180 degrees



Science	
<p>Animals</p> <ul style="list-style-type: none"> • Children will ask simple questions and recognise that they can be answered in different ways • Children will be able to do the following types of enquiry: <ul style="list-style-type: none"> - Observations - Identifying and classifying Secondary sources • Children will gather and record data to suggest answers to their questions • With help, they will record in a range of ways and begin to use simple scientific language • Children will use their observations and ideas to suggest answers to questions • Children will notice patterns and relationships in their observations. 	<p>Animals</p> <ul style="list-style-type: none"> • Know how different animals grow and change by completing life cycles • Identify mini beasts and their correct habitats by going on a mini beast hunt • Notice that animals, including humans, have offspring which grow into adults • Find out about and describing 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
Computing	
<p>Year 2</p> <p><u>We Are Astronauts</u></p> <ul style="list-style-type: none"> • Children will describe what happens in computer games using logical reasoning to make predictions of what a program will do • Children will test predictions thinking critically about computer games and their use • Children will become aware of how to use games safely and in balance with other activities <p><u>We Are Games Testers</u></p> <ul style="list-style-type: none"> • Students will try to work out how some simple Scratch games work. They also look at free online or open source games and share their favourite games with the class. 	<p><u>We Are Astronauts</u></p> <ul style="list-style-type: none"> • Plan an algorithm to move a spaceship from Earth to the Moon and then to Mars • Follow instructions given to them as if they were a robot • Debug an app • Use logical reasoning to predict what their apps will do • Solve the Earth - Moon - Mars challenge on a variety of programmable devices <p><u>We Are Games Testers</u></p> <ul style="list-style-type: none"> • Describe carefully what happens in computer games • Use logical reasoning to make predictions of what a program will do • Test these predictions and think critically about computer games and their use • Be aware of how to use games safely and in balance with other activities •
Topic - Project Based Learning	
(Can one person really make a difference to the air pollution in China?)	
<ul style="list-style-type: none"> • Children will apply skills learnt in their English lessons to their persuasive topic 	<ul style="list-style-type: none"> • Create tally charts and pictograms showing air pollution data



<p>writing</p> <ul style="list-style-type: none"> • Children will use computing skills to present and research aspects of the topic • Children will explore causes of air pollution • Children will ask questions and identify how we can help reduce the air pollution • Children will apply skills learnt in Maths lessons to create a range of data linked to air pollution 	<ul style="list-style-type: none"> • Write persuasive letters to other people regarding the importance of using electric cars • Research how electric cars work and how we can promote their use across Beijing • Debate the pros and cons of electric cars • Create a board game to show what they have learned
<p>Art and Design & Technology</p>	
<p>Sculpture Children will:</p> <ul style="list-style-type: none"> • Visit the Joy of Pottery in Shunyi to create a clay bowl • Learn to pull, pinch and roll clay into specific shapes • Carve shapes into clay to add detail and decoration • Create holes and hollows in the clay with tools • Join pieces of clay together 	
<p>PSHE</p>	
<p>Keeping Healthy, Staying Safe Children will learn a range of strategies & skills for keeping themselves healthy & safe including:</p> <ul style="list-style-type: none"> • Being aware of how to care for their body in order to keep it healthy and well • Recognising and practising basic hygiene skills • Realising that growth and change are part of the process of life • Exploring appropriate personal safety strategies • Beginning to realise the importance of road safety • Understanding that many substances can be dangerous • Knowing the safety rules that apply when taking medicines • Recognising and valuing the options for a healthy lifestyle • Understanding that medicines are given to make you feel better, but that some drugs are dangerous • Being aware that some diseases are infectious and some can be controlled • Knowing what to do or from whom to seek help when feeling unsafe • Being aware of different forms of bullying and develop personal strategies to resist unwanted behaviour • Exploring the rules for ways of keeping safe on the roads 	
<p>Music</p>	
<p><i>This term the children will learn about:</i></p> <p>Ostinato An ostinato is a musical pattern that is continually repeated during a section of a whole piece of music. In this unit the pupils will be looking at different rhythmic, melodic and vocal ostinato patterns using classroom percussion to accompany while they sing a variety of songs.</p>	<ul style="list-style-type: none"> • Using the classroom percussion and voices to keep an ostinato pattern going. • Listening to a variety of music styles and learn to aurally recognise different



<p>There will also be an active listening component where the pupils will listen to different musical ostinato patterns in 'real' pieces of music, ranging from Ravel to Abba.</p> <p>Singing Playground In this topic the students will participate in a variety of different singing games and rhymes. The emphasis will be on the singing voice and how it is different from the speaking voice. Then a series of games will be added to the song, similar to the traditional playground games unit. These 'singing games' will reinforce the students' knowledge of steady beat, rhythm and the main elements of music.</p>	<p>ostinato patterns.</p> <ul style="list-style-type: none"> • To continue developing the singing voice through a variety of singing activities. • To learn to play an ostinato pattern while singing a song. • Reinforce the difference between pulse and rhythm through different activities. • To continue to develop the singing voice. • Focus on the elements of Music such as phrasing, tempo and vocal diction.
PE	
<p>Unit 7: Football The aim of the football unit is to improve children's skills of sending, receiving and travelling with the ball and to understand common skills and principles of football including attack and defence. Children will play small-sided games and simplified versions of the game.</p> <p>Unit 8: Handball This unit will prepare the students for handball in Year 3. The students will be introduced to the game and rules. They will learn the 3 main rules of; dribbling, passing, and shooting and play modified versions of the game.</p> <p>Unit 9: T-Ball Skills This unit will prepare the students for t-ball in Year 3. The students will be introduced to the game and rules. The focus of the unit is developing the fielding and hitting skills required for t-ball.</p>	<p>Activities: Lesson 1: Ball familiarisation Lesson 2: Short passing Lesson 3: Long passing Lesson 4: Dribbling Lesson 5: Shooting Lesson 6: Goal keeping Lesson 7: Small-sided game Lesson 8: Small-sided games</p> <p>Activities: Lesson 1: Ball familiarisation Lesson 2: Short passing Lesson 3: Long passing Lesson 4: Dribbling Lesson 5: Shooting Lesson 6: Goal keeping Lesson 7: Small-sided game Lesson 8: Small-sided games</p> <p>Activities Lesson 1: Underarm throwing Lesson 2: Overarm throwing Lesson 3: Throwing accuracy Lesson 4: Hitting from a tee Lesson 5: Pitch familiarisation and basic rules</p>



	<p>Lesson 5: Base running</p> <p>Lesson 6: Conditioned games</p> <p>Lesson 7: Conditioned games</p> <p>Lesson 8: Conditioned games</p>
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