

What will my child be learning?

English

Continuing to develop writing:

- Create a list of adjectives to describe a noun
- Use a comma to separate adjectives when describing a noun
- Use adverbs as a sentence opener
- Use an apostrophe to show possession
- Write in progressive present tense

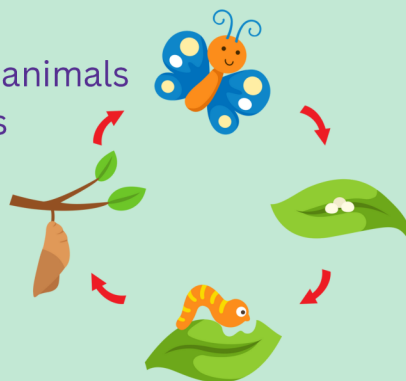
writing: settings, formal letters, explanations and retell



Science

Animal Survival

- Lifecycles of familiar animals
- Basic need of animals
- Animal habitats
- Invertebrates
- Food chains
- Seasonal changes



Art

Flower Head

- Build on understanding of sculptural forms.
- Study floral art from different artists and genres.
- Artist study: Yayoi Kusama



Computing

Creating media - Digital Music

- Using a computer as a tool to explore rhythms and melodies.



Programming - Quizzes

- Design algorithms that use events to trigger sequences of code to make an interactive quiz

Religious Education

Judaism

- Does visiting the synagogue help Jewish children feel closer to God?

Sikhi

- Does taking part in the Baisakhi help Jewish children feel closer to God?

Mathematics

Fractions

- Introduction to parts and whole
- Recognise and find half, quarter and third
- Find the whole
- Unit and non unit fractions
- Recognise the equivalence of a half and two quarters
- Recognise and find three quarters



Statistics

- Make tally charts and tables from data
- Draw pictograms and interpret them
- Use different scales

Time

- O'clock and half past
- Quarter past and quarter to
- Tell the time to five minutes
- Minutes and hours in a day



Position and Direction

- Language of position
- Describe movement and turn
- Shape patterns with turns



Design technology

Picture Frame

- Learn methods of strengthening and joining materials
- Develop wood working skills
- Design and build a picture frame for a given purpose.



Relationships

- Different types of families
- Physical contact boundaries
- Friendship and conflict
- Trust and appreciation



Changes

- Life cycles in nature
- Growing from young to old
- Increasing independence
- Differences in female and male bodies
- Assertiveness
- Preparing for transition



Geography

Coastline

- Study geographical features of the United Kingdom's coastline
- Introduced to new terms: bay, arch, stack, sea wall and headland.
- Revisit positional and directional language and identify physical features' size, location and position.
- Explore detailed maps of the United Kingdom and revisit map keys, using cardinal compass point
- Consider how places can change looking at the physical process of erosion and the changing coastline.
- Study seaside town of Whitby.
- Explore dangers of the coastline and find out about the RNLI.
- Fieldwork at the beach.

Music

Swing -a-long with Shostakovich/Charlie Chaplin

- Create actions patters in 2 and 3 time
- Understand how beats can be grouped into patterns and identify these in familiar songs
- Compose a sound track to a silent film.

Tanczmy labada

- Sing a call and response song in Polish
- Play an accompaniment on a tuned percussion
- Invent a four beat body percussion pattern
- Listen to traditional and composed music from Poland

PE

Hit, Catch, Run and Run, Jump, throw

- Move to hit the ball
- Send the ball on both sides of the body
- Change direction quickly on a course
- Know the tennis ready position
- Feed a ball to a partner over a net.
- Send the ball over the net to different parts of the court.
- Pass a ball between team mates.
- Receive a ball in a sitting position
- Standing underarm serve
- Overarm attacking hits.



Run, Jump, Throw

- Start and stop moving at speed
- Use arms when running at different speeds
- Take off on two feet to jump at distance
- Use agile movements in different activities



Outdoor adventurous activities

- Use equipment in unconventional ways. Build on speed stack skills. Compose a small group movement pattern. Participate in blindfold activities. Introduce the principle of map keys and use them.

Year 2 and Whole school Events

- Field trip to the beach
- Sports Day
- Transition days