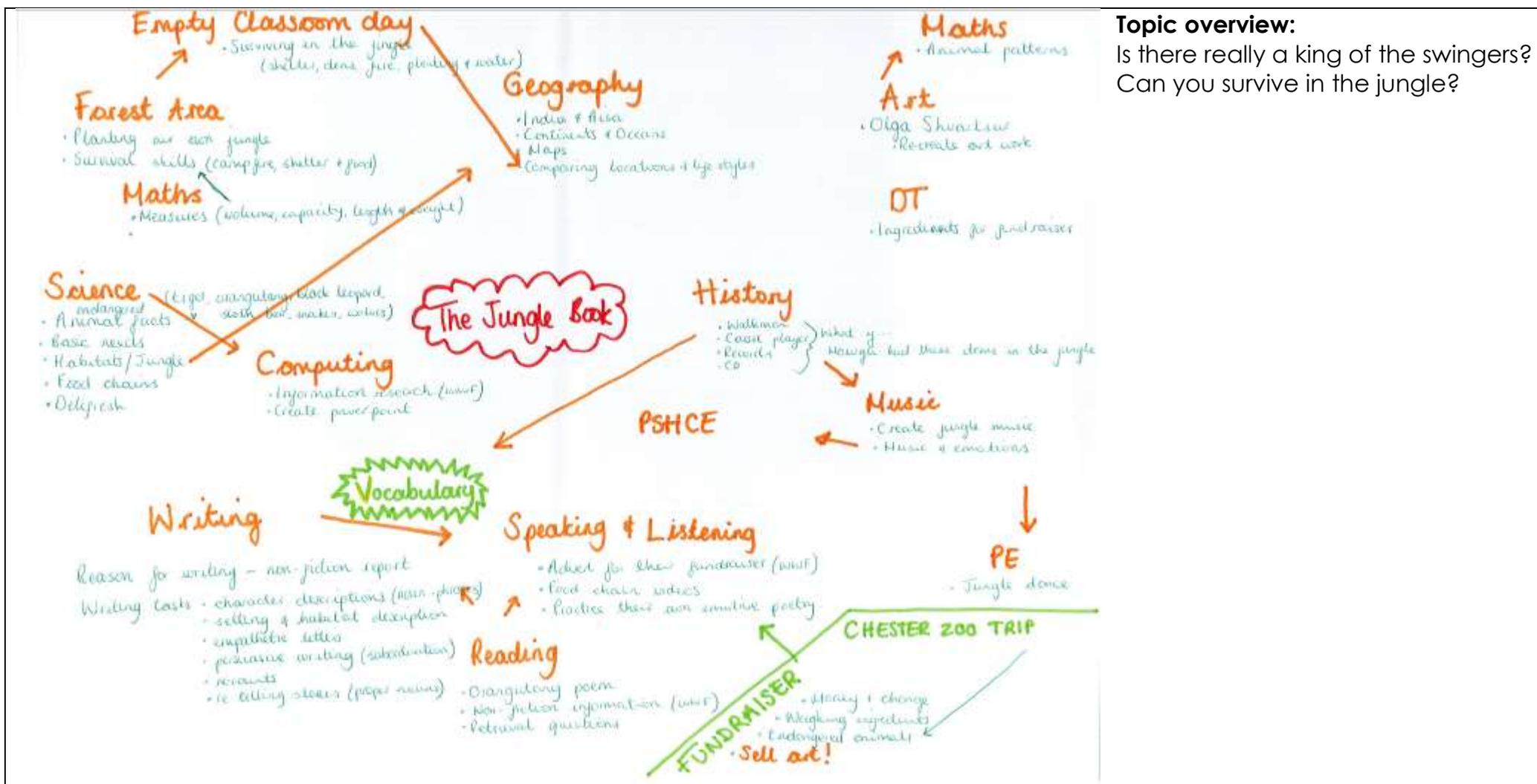


Topic planning

Year 2 Spring Term



Topic overview:
Is there really a king of the swingers?
Can you survive in the jungle?

Subject	Objectives (if a subject is within your curriculum but an objective won't fit, put (D) in brackets)		Discrete?
Reading	<p>I know that breaking words into syllables helps fluent decoding.</p> <p>I know that other strategies can be used to read unfamiliar words.</p> <p>I recognise that a poem can tell a story.</p> <p>I find patterned or recurring literary language in poems and stories.</p>	<p>I know how to find information in a non-fiction book.</p> <p>I identify the purpose of a book or a text.</p> <p>I ask questions to clarify understanding.</p> <p>I can find the answers to retrieval questions about stories, poems or non-fiction texts.</p>	
Writing (GPS)	<p>Reason for writing non-fiction report: Hook? Empathy? Iceland advert! Palm oil. Orangutan – King Louis character. How can we help save the animals? Report going to Iceland / their own advert.</p>	<p>I spell longer words using suffixes such as ment, ness, ful, less, ly</p> <p>I plan and discuss the content of my writing.</p> <p>I evaluate my writing independently, with peers and with my teacher by making simple additions and corrections.</p> <p>I use expanded noun phrases to describe, expand and specify.</p> <p>I use subordination (using when, if, that or because).</p> <p>I use capital letters for the personal pronoun I and for most proper nouns.</p>	
Sp&L	<p>I decide when I need to use specific vocabulary.</p> <p>I take turns when talking in pairs or a small group.</p> <p>I am aware that formal and informal situations require different language (beginning).</p> <p>I hold the attention of people I am speaking to by adapting the way I talk.</p> <p>I understand how to speak for different purposes and audiences (beginning).</p>		

Maths	<p>I write simple fractions and recognise the equivalence.</p> <p>I ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p> <p>I ask and answer questions about totalling and compare categorical data.</p>	<p>I compare and order volume/capacity and record the results using $>$, $<$ and $=$.</p> <p>I solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p> <p>I choose and use appropriate standard units to estimate and measure: length/height in any direction (m/cm); mass (kg/g) to the nearest appropriate unit, using rulers and scales.</p> <p>I order and arrange combinations of mathematical objects in patterns and sequences.</p>	
Science	<p>I identify things that are living, dead and never lived.</p> <p>I describe how a specific habitat provides for the basic needs of things living there (plants and animals).</p> <p>I identify and name plants and animals in a range of habitats.</p> <p>I match living things to their habitat.</p> <p>I describe how animals find their food.</p> <p>I name some different sources of food for animals.</p> <p>I explain a simple food chain.</p>	<p>I describe how seeds and bulbs grow into plants.</p> <p>I describe what plants need in order to grow and stay healthy (water, light & suitable temperature).</p> <p>I explain the basic stages in a life cycle for animals, including humans.</p>	
History	<p>I explain what an object from the past might have been used for.</p>		
Geography	<p>I name the continents of the world and locate them on a map.</p> <p>I name the world's oceans and locate them on a map.</p> <p>I say what I like and do not like about a place that is different to the one I live in.</p>	<p>I describe a place outside Europe using geographical words.</p> <p>I explain how jobs may be different in other locations.</p> <p>I explain the facilities that a village, town and city may need and give reasons</p>	
Art	<p>I use charcoal, pencil and pastel to create art.</p>	<p>Olga Shvartsur - artist</p>	

	<p>I use a viewfinder to focus on a specific part of an artefact before drawing it</p> <p>I suggest how artists have used colour, pattern and shape.</p> <p>I create a piece of art in response to the work of another artist.</p>		
DT	I describe the ingredients I am using.		
Music	<p>I listen out for particular things when listening to music.</p> <p>I sing and follow a melody.</p> <p>I use symbols to represent sounds.</p>		
PE (D)	<p>I change rhythm, speed, level and direction in my dance.</p> <p>I dance with control and coordination.</p> <p>I make a sequence by linking sections together.</p> <p>I use dance to show a mood or feeling.</p> <p>I copy and remember actions.</p> <p>I talk about what is different from what I did and what someone else did.</p>	<p>I use hitting, kicking and/or rolling in a game. (D)</p> <p>I decide the best space to be in during a game. (D)</p> <p>I use a tactic in a game. (D)</p> <p>I follow rules. (D)</p>	
Computing (D)	<p>I organise digital content.</p> <p>I retrieve and manipulate digital content.</p> <p>I can navigate the web to complete simple searches.</p>		
RE	<p>2.1 Talk or write about some key teachings in at least two religious and non-religious worldviews.</p> <p>2.2 Talk or write about special places, days and objects in at least two religions in relation to the topics studied</p> <p>2.3 Show understanding of the meaning of stories and symbols relating to the topics covered.</p>	<p>2.4 Recognise that others' identity and experiences are important to them.</p> <p>2.5 Recognise that some 'deep' questions are about meaning and purpose.</p> <p>2.6 Recognise and respond to examples of others' values, attitudes and commitments and share their own.</p>	x

PSHCE	<p>Music and how it can represent emotions.</p> <p>R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> <p>R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p>	<p>R3. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <p>R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p>R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p>	x
Forest area	<p>See Science plants objectives</p> <p>Mini beast hunt- compare our local environment</p> <p>See maths KAC: Measures</p>	<p>Empty Classroom Day: Surviving the jungle day. Shelter, dens, fire, warming water, planting food</p>	