

## YEAR 2 CURRICULUM – TERM 6

<b>English</b>	<b>Maths</b>
<p><b>Emily Brown and the Thing</b></p> <ul style="list-style-type: none"> <li>• Newspaper articles - Using formal language, paragraphs and the four sentence types.</li> <li>• Setting descriptions - Selecting the correct language for impact, varying sentence openers, sentence types and conjunctions</li> <li>• Character descriptions - Selecting the correct language for impact, varying sentence openers, sentence types and conjunctions</li> </ul> <p><b>Surprising sharks - Non-chronological report</b></p> <ul style="list-style-type: none"> <li>• Organising related ideas in to paragraphs or sections.</li> <li>• Using a range of sentence types to vary their writing (questions, statements, exclamations).</li> <li>• Commas – to separate items in a list and to separate clauses.</li> <li>• Conjunctions – co-ordinating conjunctions (and, or, but) to link sentences together.</li> <li>• Vocabulary – some detail included through word choice which is appropriate to their topic.</li> </ul> <p><b>Faraway tree</b></p> <ul style="list-style-type: none"> <li>• Debates - Respecting others opinions and views. Selecting the correct conjunctions to support their arguments.</li> <li>• Newspaper articles - Using formal language, paragraphs and the four sentence types.</li> <li>• Setting descriptions - Selecting the correct language for impact, varying sentence openers, sentence types and conjunctions</li> <li>• Character descriptions - Selecting the correct language for impact, varying sentence openers, sentence types and conjunctions</li> </ul>	<p><b>Measure – length</b></p> <p><i>To measure and compare lengths and heights in metres (&gt; &lt; =) .</i></p> <p><i>To measure and compare lengths and heights in centimetres.</i></p> <p><b>Four operations – context measure</b></p> <p><i>To solve length, mass, capacity questions using 4 operations</i></p> <p><b>Four operations – context money</b></p> <p><i>To solve money questions using 4 operations</i></p> <p><b>Fractions</b></p> <p><i>To recognise equivalent fractions.</i></p> <p><i>To place fractions on a number line</i></p> <p><i>To count in fractions</i></p> <p><i>To use the bar model to show fractions</i></p> <p><b>Statistics</b></p> <p><i>To read and interpret a simple key</i></p> <p><i>To ask and answer questions about categorical data.</i></p> <p><i>To read the scale on a graph.</i></p> <p><i>To sort objects using more than one criteria (Carroll diagrams)</i></p> <p><i>To sort objects using more than one criteria (Venn diagrams)</i></p> <p><b>Geometry – position and direction</b></p> <p><i>To describe and control movement.</i></p> <p><i>To describe movement in terms of right angles for turns.</i></p> <p><i>To programme robots to turn</i></p> <p><b>Four operations – context measure</b></p>

<ul style="list-style-type: none"> <li>• Drama - learning to perform confidently to peers and to the class.</li> <li>• Diary entry - Writing in the first person and with impact. Using rhetorical questions. Using all sentence types.</li> <li>• Art linked to forest school.</li> </ul>		
<p><b>IPC UNIT – What's it made of? Everything we touch is made up of a material: wood, plastic, fabric, glass, gold, steel, etc. We use different materials to make different objects. Why? We are going to find out!</b></p>		
<p><b>In Science, we'll be finding out:</b></p> <ul style="list-style-type: none"> <li>• What objects are made of</li> <li>• How we use different materials</li> <li>• How to test materials</li> <li>• How materials are the same or different</li> <li>• How we can group materials</li> <li>• How to choose materials for specific uses</li> <li>• Where materials come from</li> </ul> <p><b>In Technology, we'll be finding out:</b></p> <ul style="list-style-type: none"> <li>• How to plan and design a classroom makeover</li> </ul> <p><b>In International, we'll be finding out:</b></p> <ul style="list-style-type: none"> <li>• About the materials used to build our homes</li> <li>• Why plastic waste is a global problem and what we can do about it</li> </ul>	<p><b>PSHE + VALUES</b></p>	<p>Involvement in learning Healthy Relationships Week – Your Words Can Hurt</p>
	<p><b>MUSIC</b></p>	<p>Playing tuned percussion by ear. Transposition on stave and on xylophone. <i>La-so-mi</i> songs in keys of C, F &amp; G.</p> <ul style="list-style-type: none"> <li>•</li> </ul>
	<p><b>RE</b></p>	<p><b>What do Sikhs believe?</b></p> <ul style="list-style-type: none"> <li>• How Sikhism began. What being equal means to a Sikh. Why Sikhs meditate. why Sikhs believe people should work hard and live honestly. Why Sikhs believe that people should share.</li> </ul>
	<p><b>ICT</b></p>	<p>Preparing to Turtle Logo (Coding). Use iPad apps for controls, logical reasoning, developing, debugging and as a learning tool. Know about and discuss online safety. Use the internet safely</p>

**Enrichment, Challenge and Creativity**

Using mass and capacity by following a recipe

Exit Point – Trip to Tesco (seeing how different food is made)

Outside forest school maths

Forest school activities

Forest school art