

Literacy Links

James and the Giant Peach

Phonological knowledge and handwriting will continue to be developed throughout Year 2.

Reading

Pupils will be taught to

Read accurately words of two or more syllables that contain familiar graphemes.

Read words containing common suffixes.

Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.

Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

Pupils will:

Check that the text makes sense to them as they read, correcting inaccurate reading.

Answering and asking questions and predicting what might happen on the basis of what has been read so far.

Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Be encouraged to make links between different books by the same author, looking for similarities and differences.

Pupils will be taught to:

Use the contents pages/menus and alphabetically ordered texts, for example dictionaries, encyclopedias, indexes, directories, registers. Locate definitions/explanations in dictionaries and glossaries, and scan texts to find specific sections, for example key words or

History

Trailblazers in history: people who changed the world

The children will learn about the lives of significant individuals in the past who have contributed to national and international achievements.

Pupils will develop an awareness of the past, using common words and phrases relating to the passing of time.

They will learn where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.

They will learn to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

They will find out some of the ways in which we find out about the past and identify different ways in which it is represented.

They will look at:

- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements.

They will:

- place events and objects in chronological order
- recognise why people did things, why events happened and what happened as a result
- identify differences between ways of life at different times.
- identify and describe what places are like
- find out about the past from a range of sources
- select from their knowledge of history and communicate in a variety of ways
- identify and describe reasons for, and results of events and changes.

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phrases, subheadings, and skim-read title, contents page, illustrations, chapter headings and sub-headings to speculate what a text might be about and evaluate its usefulness for the research in hand.

Writing

Writing for different purposes.

Pupils will consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

Pupils will be taught to vary their writing to suit the purpose and reader.

They will use the texts they have read as models for their own writing.

Pupils will make simple notes from non-fiction texts, for example key words and phrases, page/web references, headings, to use in subsequent writing.

They will write simple information texts incorporating labeled pictures and diagrams, charts, lists as appropriate.

Pupils will draw on knowledge and experience of texts in deciding and planning what and how to write.

Grammar

Pupils will be taught to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).

They will learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form

- describe and make links between events, and changes across periods
- recognise the past is represented and interpreted in different ways, and give reasons for this
- use a variety of sources to find out about events, people and changes

Children will learn about significant historical events, people and places in their own locality during a trip to Kingston town center.

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- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- features of written Standard English
- use and understand appropriate grammatical terminology when discussing their writing.

Numeracy Links

Fractions, Time, Statistics and Position and direction

Pupils will be taught to:

Fractions

Identify parts and wholes

Identify equal and unequal parts

Recognise and find a half

Recognise and find a quarter

Recognise and find a third

Understand and describe fractions as unit or non-unit fractions

Recognise the equivalence of a half and two quarters

Recognise and find three quarters

Count in fractions up to a whole

Time

Identify O'clock and half past

Identify quarter past and quarter to

Tell time past the hour

Tell time to the hour

Tell the time to 5 minutes

Know how many minutes there are in an hour

Know how many hours there are in a day

Statistics

Make tally charts

Use tables

Understand block diagrams

Draw and interpret pictograms (1-1)

Draw and interpret pictograms (2, 5 and 10)

Position and direction

Geography

Jamaica

Children will understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. They will develop knowledge about diverse places, people, resources and natural and human environments.

They will identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator.

They will identify key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

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Use the language of position
Describe movement and turns
Identify shape patterns with turns

They will compare, describe and solve practical problems relating to Jamaica and James and the Giant Peach:
time [for example, quicker, slower, earlier, later]
sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]

Computing

iSearch

In this unit the children will learn how to use the internet to find out answers to questions relating to space and the solar system. They will also learn the importance of verifying the accuracy of information given on the internet and how to check multiple sources before answering questions.

iPub

In this unit the children embark on a journey through the history of computing by researching the remarkable advances computing and technology has made throughout time.

The children will present their findings and develop their digital literacy skills by producing multi-media interactive eBooks.

Art / D & T

Art

Craft and Design: Map it Out

Pupils will be taught to:

- Sort map images into groups, explaining their choices.
- Draw a map of their journey to school, including key landmarks and different types of mark-making.
- Follow instructions to make a piece of felt that holds together and resembles their map.
- Decide how to place 'jigsaw' pieces to create an abstract composition.
- Make choices about which details from their map to include in a stained glass.
- Cut cellophane shapes with care and arrange them into a pleasing composition.
- Design a print with simple lines and shapes, making improvements as they work.
- Follow a process to make and print from a polystyrene tile.
- Choose a favourite artwork, justifying their choice.
- Annotate their favourite artwork with relevant evaluation points.
- Take an active part in decisions around how to display their artworks in the class gallery.

DT

	<p>Structure: Baby Bear's Chair</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • Identify man-made and natural structures. • Identify stable and unstable structural shapes. • Contribute to discussions. • Identify features that make a chair stable. • Work independently to make a stable structure, following a demonstration. • Explain how their ideas would be suitable for Baby Bear. • Produce a model that supports a teddy, using the appropriate materials and construction techniques. • Explain how they made their model strong, stiff and stable.
Science	PE / Games
<p>Plants</p> <ul style="list-style-type: none"> • Observe and describe how seeds and bulbs grow into mature plants • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. • Recognise that plants need light and water to grow. • Recognise and name the leaf, flower, stem and root of flowering plants. • That seeds grow into flowering plants. • Find out about the different kinds of plants and animals in the local environment. • Care for the environment. <p>Scientific Enquiry</p> <p>Pupils will;</p> <p>collect evidence by making observations or measurements when trying to answer a question</p> <p>use first-hand experience and simple information sources to answer questions</p> <p>explore using the senses of sight, hearing, smell, touch and taste as appropriate and make and record observations and measurements</p> <p>make simple comparisons and identify and make simple patterns or associations.</p>	<p>Sending and receiving</p> <p>Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will build on their knowledge of sending and receiving by applying their skills in different situations.</p> <p>Gymnastics</p> <p>In this unit pupils learn, explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high-quality performance.</p> <p>Striking and Fielding</p> <p>In this unit, pupils develop their understanding of the principles of</p>

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	<p>striking and fielding games. They develop the skills of throwing and catching, tracking and retrieving a ball and striking a ball. They begin to self-manage small sided games. Pupils learn how to score points and play to the rules. Pupils will begin to think about how to use skills, strategies and tactics to outwit the opposition appropriate to the situation.</p> <p>Athletics In this unit, pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.</p>
MFL	Music
<p>Pupils will use their knowledge of English/other languages in learning French.</p> <p>Children will be continuing have opportunities to count to 20, learn the days of the week, months of the year and vocabulary relating to weather, clothing and classroom objects.</p>	<p>Structure: Myths and Legends</p> <p>To read and clap a rhythm based on a phrase from a story.</p> <p>To hear, write and clap rhythms based on a phrase from a story.</p> <p>To use a rhythm in different ways to demonstrate structure.</p> <p>To create a structure using rhythmic patterns.</p> <p>To perform a group composition.</p> <p>To be able to identify some common instruments when listening to music.</p> <p>To be able to use instruments imaginatively to create soundscapes which convey a sense of place.</p> <p>To be able to read different types of notation by moving eyes from left to right as sound occurs.</p> <p>To be able to sing pictorial representations to stay in time with the pulse when singing or playing.</p> <p>To begin to read simple rhythmic patterns which include paired half beats (quavers).</p> <p>To be able to work collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.</p> <p>To be able to offer positive feedback on others' performances.</p> <p>To start to maintain a steady beat throughout short performances.</p>

To know that pictorial representations of rhythm show sounds and rests.

Pitch: Musical Me

To understand and practice reading different symbols to show pitch.

To be able to sing and draw pitch patterns.

To read and understand the notation for the song 'Once A Man Fell in A Well'

To use a tuned percussion instrument to play a song.

To complete the notation for a short song using a 3-line stave.

To be able to recognise simple patterns and repetition in pitch (e.g. do-re-mi).

To be able to talk about the pitch of music, using the vocabulary high and low.

To be able to competently sing songs or short phrases with a small pitch range (up to five notes that are different but close together).

To start to understand how to produce different sounds on pitched instruments. (Group C)

To be able to use a simplified version of a stave (three lines) to notate known musical phrases (of two pitches).

To begin to acknowledge their own feelings around performance.

To know that notation is read from left to right.

To know that In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.

To know that sounds within music can be described as high or low sounds and the meaning of these terms.