

Sustainability 2

Key Question: What can you do to look after our planet?

English:

Children will continue to develop skills in English through a combination of RWI sessions and writing/English lessons. Their RWI sessions are where children are assessed then grouped according to their stage of phonic knowledge development and whole class teaching.

Possible writing opportunities across the curriculum:

(1) Children will write sentences to suggest how they would save the planet based on sustainability and what they think they can do to help protect the planet for the future. This will be displayed on our classroom wall linking to sustainability overarching theme – What can you do to look after our planet? (2) Children to write history themed writing about the New Hartley Pit Disaster and mining – beyond living memory. Sequence visit to Memorial Garden in New Hartley. (3) Cross curricular science link plants and trees features labelling and sentence work. (4) Comparative writing diary extract children putting themselves in the shoes of Victorian children beyond living memory. (5) Poems around animals in Kenya and descriptive poetry with adjectives. The Ugly five text link. (6) Sentences linked to sustainability recycling explaining to Lola how to recycle and save the planet. How to look after the planet. Explain why it is bad to throw everything away (Look after your planet text).

Texts to be used:

- ✓ Greta's Story – the schoolgirl who went on strike to save the planet to continue as class text.
- ✓ The Ugly Five – Julia Donaldson
- ✓ Look After your Planet – Charlie and Lola.
- ✓ How to help a Hedgehog and Protect a Polar Bear – non-fiction.

Writing – composition and writing: Children will continue to plan their writing using frames and story maps/mountains to organise their thinking and ideas. They will also continue to draft their work and improve it further reading each other's work and developing the ability to give positive feedback to each other (PSHE link). Children will continue to undertake daily handwriting following the Nelson handwriting scheme and joining their letters in year 2 when they first come in as a morning activity. Children will think about their sentence before writing it and use speed sound charts and year 2 CEW grids to aid their learning.

Writing transcription – Spelling:

Children will focus on the following spelling rules during a range of activities this half term. (1) the sound /u/ spelt with 'o' (2) the sound /ee/ spelt with '-ey' (3) the /o/ sound spelt with 'a' after w and qu (4) the stressed /er/ spelt with 'or' after w and the sound /or/ spelt 'ar' after w (5) the sound /zh/ spelt s (6) common exception words and review week. Children will continue to learn and practise contracted form words e.g. don't and can't. Children will continue to have many opportunities to practise their spelling. Children will use a wide range of strategies alongside their phonic knowledge to develop their vocabulary (words of the week, power opener etc using working walls and displays in the classroom). Also, Spelling rules will be introduced weekly and assessed through labelling, missing word activities and independent application.

Writing – Grammar, Vocabulary and Punctuation:

Children will continue to be taught to use capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling. Children will need to write in the correct tense (past/present), Subordination (using when, if, that, because) and co-ordination (using or, and, but). Expanded noun phrases for description and specification.

Reading:

In group reading sessions, including RWI and across the curriculum children will develop accurate reading by blending sounds in words that contain graphemes taught so far. They will look at alternative sounds for graphemes. Children will read words with two or more syllables. Children will read aloud books closely matched to their improving phonic knowledge and will learn to sound out unknown words. Children will re-read a range of texts and stories to build up fluency and confidence in their reading. Children will develop pleasure in reading and motivation to read. Children will develop strategies to re-read texts to check it makes sense and will be able to answer questions about what they have read. Children will read a range of texts from fiction, non-fiction and poetry. *The children will continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain the same graphemes. Read words containing common suffixes, read further common exception words. 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, re-read these books to build up their fluency and confidence in word reading.* Whole class focus words this half term: CEW even, break, steak, great, move, prove, improve, sure, sugar, eye. Children will have frequent access to PowerPoint and flash cards for quick recall of CEWs for year 2. All writing objectives will be modelled across the curriculum.

Maths:

Daily Hi5 maths sessions for the children incorporating various aspects of maths consolidation. Using White Rose Maths Hub. Number, place value, money and multiplication: children will consolidate their prior mathematical learning through daily hi5 sessions and further interventions if needed. Children will also undergo maths master classes to pre-teach or consolidate understanding of aspects of maths.

Number: Multiplication and Division: Small steps covered: Recognise equal groups Make equal groups Add equal groups Multiplication sentences using the \times symbol Multiplication sentences from pictures Use arrays 2 times-table 5 times-table 10 times-table.

Multiplication: They will learn to recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. They will calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) sign. Children will develop strategies to solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. The children will be able to show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. **Division:** The children will learn to: make equal groups – sharing, Make equal groups – grouping, Divide by 2, develop a clear understanding of odd & even numbers and be able to identify them, Divide by 5 and Divide by 10.

Statistics:

Small Steps Covered: Make tally charts, Draw pictograms (1-1), Interpret pictograms (1-1), Draw pictograms (2, 5 and 10), Interpret pictograms (2, 5 and 10) and Block diagrams. Children will Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.

Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.

Ask and answer questions about totalling and comparing categorical data.

Geometry: Properties of Shape:

Small Steps Covered: Recognise 2-D and 3-D shapes, Count sides on 2-D shapes, Count vertices on 2-D shapes, Draw 2-D shapes, Lines of symmetry, Sort 2-D shapes, Make patterns with 2-D shapes, Count faces on 3-D shapes, Count edges on 3-D shapes, Count vertices on 3-D shapes, Sort 3-D shapes and Make patterns with 3-D shapes.

Children will identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.

Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.

Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.]

Compare and sort common 2-D and 3-D shapes and everyday objects.

Fractions:

Small steps covered: Make equal parts, recognise a half, find a half, recognise a quarter, find a quarter, recognise a third, find a third, unit fractions, non-unit fractions, and equivalence, find three quarters and count in fractions.

Children will recognise, find, name and write fractions half, third, quarter, two quarters, three quarters of a length, shape and set of objects or quantity. They will write simple fractions for example one half of 6 = 3 and recognise equivalent fractions.

RE

Covered by NB in PPA. Unit 2 Hinduism: Lifestyles

Children should learn: About aspects of Hindu lifestyle and what makes Hindu lifestyle distinctive. About some of the ways in which belief and practice shape Hindu lifestyle. Hinduism – Festivals and Celebrations: Holi (9th, 10th march). Children will learn about aspects of Holi. Children will learn about aspects of Holi and the legend of demon King Hiranyakashyap. This will be covered in whole school assembly.

Christianity – festivals and celebrations (Holy Week): Children will learn about aspects of Easter. They will discuss the significance of Shrove Tuesday, identify the main events during Lent such as Ash Wednesday and Mothering Sunday, examine what Christians in the immediate area do during Lent, discuss events during Holy Week leading up to Jesus' crucifixion and will prepare the Passover meal and emphasise the significance of the bread and wine. Children will learn about the celebration of Easter and the resurrection of Jesus thinking about stories, events, artefacts and traditions.

Christianity – God: Children will learn about Moses and the Exodus, what this story means and what it tells us about God.

Also other aspects of RE will be covered in assemblies.

Geography

Comparative study with Kenya. Comparisons to England, research location, language, geographical features (physical), animals, trade- fair trade and impact on lives. The children will learn about the Kenyan animals with texts such as Lila and the secret of Rain and Handa's Surprise. Children will incorporate some map work to locate Kenya in the world and surrounding countries. Children will also communicate geographically using key vocabulary.

Key vocab to include: European, African, wild life, climate, drought, government, palm tree, ebony, mud huts, mango and Kenya. The children will interpret range of geographical information. Children will learn: to understand physical and human processes, To use basic geographical vocabulary referring to key physical and human features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Human: city, town, village, factory, farm, house, office, port, harbour and shop.

History

Beyond living memory 19th century. Children will explore family life and what it was like including employment linking to workhouses and impact on children, electronics – circle of technologies discussing the fact there were no televisions or computer games. Children will learn the most popular games played by children 100 years ago were marbles, hopscotch, blind man's bluff and blow football and the subsequent impact on the planet. Also, the children will explore mining in beyond living memory topic – New Hartley Pit Disaster. The children will visit the memorial garden in New Hartley and discuss the pit disaster.

Key vocab: gramophone, wireless, quilt, penny farthing, farthing, washing dolly, charabanc, workhouse, gruel.

Children will develop an awareness of the past and events that took place and they will use common words and phrases relating to the passing of time. Children will know where all people/events studied fit into a chronological framework and identify similarities and differences between periods. Through communicating ideas children will understand some ways to find out about the past and choose and use parts of stories and other sources to show understanding.

STEM Science and Computing:

ICT:

E-safety to continue throughout Spring term to keep children aware of internet safety and how to stay safe online.

Children will use technology safely and respectfully, keeping personal information private, identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Science:

Plants and trees – covered in Spring 2 incorporating habitats where the children will compare with animals in Kenya and explore how animals find their food and different food sources – The Ugly 5 JD storybook Children will observe plants, look at seeds and bulbs, the children will explore life cycles, the children will think about what plants need and also what plants eat, lastly children will see how different plants grow.

Children will also use a range of simple equipment provided to aid observations, make observations relevant to their task and begin to recognise when a fair test or comparison is unfair. Children will use first hand experiences to answer questions. The children with support will collect and record information from experiments. The children will say what has happened during experiments and say what their observations show and whether it was what they expected. They will also begin to draw simple conclusions and explain what they did. Experiments – pancake investigation analysing what happens after predicting.

Key vocab: roots, crown, deciduous, evergreen, blossom, bulb, trunk, stem, woodland, habitat, oxygen. Children will look at common trees found in the UK. Children will grow and observe the process of planting their own potatoes as a class.

Physical, Mental Health and Wellbeing (PE and PSHE):

PE:

Children will take part in PE lessons with NUFC during Spring 2. Children will be learning multi-skills and games.

Pupils will be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending. Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Children will show a good awareness of others when running, chasing and avoiding games. They can make simple decisions about when and where to run. Children will be able to show some understanding of simple tactics to suit different situations and can react in different ways that can help their partners and makes it difficult for their opponent.

PSHE: Circle time discussions. Linking with assembly themes. Children will continue to learn about health and wellbeing, relationships and living in the wider world during PSHE.

Core theme 1 Health and wellbeing: (main focus on core theme 1): H14 about the ways that pupils can help the people who look after them to more easily protect them. AND H15 to recognise that they share a responsibility for keeping themselves and others safe, when to say yes or no I'll ask I'll tell, including knowing that they do not

need to keep secrets. **Core theme 2 Relationships:** R10 to judge which kind of physical contact is acceptable comfortable, unacceptable and uncomfortable and how to respond, R11 that people's bodies and feelings can be hurt.

R7 link to DT – to offer constructive feedback to each other. R8 to identify similarities and differences between people – I wonder book to use.

Core theme 3: Living in the Wider World L5 what improves and harms their local natural and built environments and develop strategies and skills needed to care for these (including conserving energy) Sustainability link to continue through Spring 2 also.

The Arts (Art, DT and Music):

Art:

Children will learn about Pop Art drawing to extend their learning during Spring term art work. The children will be focusing on Warhol and Lichtenstein. Take inspiration from the greats. Children will be able to describe work of notable artists, artisans and designers. The children will use some of the ideas from artist studies to create pieces of work.

Children will produce creative work, explore their ideas and record their experiences to become proficient in drawing, painting, sculpture and other art, craft and design techniques. The children will evaluate and analyse creative works using the language of art, craft and design they will also know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Children will learn to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. The children will learn to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space and also about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Children will respond to ideas and starting points and will explore ideas and collect visual information. They will also explore different methods and materials as ideas to develop.

DT:

Children will design, make and evaluate a carrier to the water's edge.

Children will generate, develop and communicate their ideas through talking, drawing, templates, mock-ups. Children will design purposeful, functional and appealing products for themselves and others based on design criteria. Children will select from a range of tools and equipment to perform practical tasks (cutting, shaping, joining, finishing). The children will explore and evaluate products. They will also evaluate their ideas with each other linking to PSHE listening to what others have to say and responding appropriately also core value link.

Music: Covered by NB in PPA linking to Kenya comparative study and African drumming making their own instruments.

Children will identify the pulse and join in getting faster and slower together. They will begin to internalise and create rhythmic patterns. They will identify long and short sounds in music. Children will identify how sounds can change and explore different sound sources. Children will look at control of instruments and children will play instruments in different ways and to handle and play instruments with control. Children will learn to contribute to the creation of a class composition. They will perform together and follow instructions that combine musical elements.

Visit/Visitors/Resources:

During this topic children will visit:

- ✓ Visit to Azure garden centre.
- ✓ Visit to memorial garden – New Hartley Pit Disaster.

Extra Notes:

6 week term.