

Sustainability I

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

English:

Children will 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.

Writing opportunities across the curriculum:

(1) Children will write in a thought bubble what they think they could do to look after our planet, to begin the overarching theme in Spring term. What does it mean to save our planet? In what ways could we save our planet? Links to the text It's your world by CC to introduce overarching theme of sustainability. (2) Children will write about habitats linking to the text Meerkat Mail descriptive sentences, sequencing of the story linking to science theme writing cross curricular. Utilising pictures from the text to aid the children's writing. (3) Children to write about the adventure of the forest animals and to discuss and write an argument/discussion around whether the solution found by the forest animals is the best way to deal with climate change and sustainability. (4) Children to write a newspaper report on Greta and her climate change battle. Focusing on key features: headlines, alliteration etc.

Texts to be used:

- ✓ Meerkat Mail
- ✓ 'The problems of a hot world'. Understanding effects of global warming.
- ✓ 'It's your world' by Chelsea Clinton. Understanding what children are doing to save the planet for the future. Get informed, get inspired and get going!
- ✓ Greta's Story – the schoolgirl who went on strike to save the planet.

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 undertake daily handwriting following the Nelson handwriting scheme and joining their letters in year 2 when they first come in as a morning activity.

Writing transcription – Spelling:

Further focus spelling patterns: (1) Adding -ed, -er and -est to a word ending in y with a consonant before it. (2) Adding -ing to a word ending in y with a consonant before it. (3) Adding -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it. (4) Adding -ing, -ed, -er, -est, and -y to words of one syllable ending in a single consonant after a single vowel. (5) The sound /or/ spelt 'a' before l or ll. (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 rules and spelling rules will also be sent home. 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).

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 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: fast, last, father, class, grass, pass, plant, bath, path, people. CEW. Children will have frequent access to PowerPoint and flash cards for quick recall of CEW for year 2.

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 Autumn mathematical learning through daily hi5 sessions and further interventions if needed.

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: To be continued into Spring 2 (shape).

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.

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. Also aspects of RE covered in assemblies.

Geography

Seaside Study – sustainability litter picker etc local beach trip cross curricular link. Also focus on: Key physical features.

Key vocab to include: cliff, rock pool, tide, resort, beach, lifeboat, lighthouse, postcards, fairground, island, ocean.

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

To be covered in Spring 2.

STEM Science and Computing:

ICT:

Communicating Clues 'We are Detectives' with a focus on communication and collaboration – sharing information about learning and clear link to sustainability – emails/word documents. Children will learn to use technology purposefully to create, organise, store, manipulate and retrieve digital content. Children will learn to be familiar with shift key, space bar, highlighting text, enter key and recognising alphabet keys on the keyboard.

E-safety to continue throughout Spring term to keep children aware of internet safety and how to stay safe online. E-safety to be discussed when conducting communicating clues aspect of the computing curriculum.

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. Children will type a short email word processed to Greta asking about how to save the planet what could we do? Telling Greta some of Year 2s ideas of how to save the planet so far. Children will then learn the difference between handwritten and word-processed pieces of work. Evidence shown in the children's books.

Science:

Habitats (living things and their habitats) – how habitats provide for the basic needs of living things, mini-beasts and microhabitats. Children will match living things to their habitats. How animals find their food and name different food sources.

Habitats to be continued into Spring 2 linking to Kenya comparative study in geography comparing the animals and where they live.

Children will learn about a variety of habitats and the plants and animals that live there. They will learn to tell the difference between things that are living, dead and things that have never been alive and apply this to a range of contexts. Children will make observations of a local habitat and the creatures that live there investigating conditions and how they affect the mini beasts that live there. How living things are suited to their environment. Children will write about habitats linking to text Meerkat Mail.

Plants and trees – covered in Spring 2 incorporating habitats compare with animals in Kenya – The Ugly 5 JD storybook

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

PE:

Gymnastics focus for Spring 1.

Children will develop the ability to be increasingly confident and competent and access a broad range of opportunities to extend their agility, balance, coordination, individually and with others. Children will learn to roll in a variety of ways from crouched positions. Children will develop body tension, control and balance. Moving with greater agility and coordination. The children will learn to link actions to copy and create movement sequences which they will perform to each other evaluate and improve. Children will think about how they might make a shape with their bodies. They will also think about how to stay healthy and how their bodies feel before, during and after exercise.

PSHE: Circle time discussions. Linking with assembly themes.

Core theme 1 Health and wellbeing: (main focus on core theme 1): H4 about good and not good feelings a vocab to describe feelings to others and to develop simple strategies to manage feelings – link to pom pom feelings display in classroom, 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: R1 to communicate their feelings to others to recognise how others show feelings and how to respond, R2 to recognise their behaviour can affect other people, R10 to judge which kind of physical contact is acceptable comfortable, unacceptable and uncomfortable and how to respond, R11 that peoples bodies and feelings can be hurt, CLASS SPECIFIC CIRCLE TIME.

R7 link to PE – 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.

PSHE - To be continued into Spring 2 also.

The Arts (Art, DT (to be covered in Spring2) and Music):

Art:

Painting – make secondary colours from primary colours children to create colour wheels using paper plates.

Drawing – children will draw lines of different sizes and thickness to show pattern and texture by adding dots and further lines. Take inspiration from the greats – Seurat (pointillism) Children will create a piece of artwork created through pointillism to be displayed in books.

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.

Pop Art to be covered in Spring 2.

Music: Covered by NB in PPA to be covered in Spring 2 linking to Kenya comparative study and African drumming making their own instruments.

Visit/Visitors/Resources:

During this topic children will visit:

- ✓ Local beach – Seaside study/litter picking.
- ✓ Internet safety day – Tuesday 11th Feb 2020.

Extra Notes:

6 week term.