

Year 2 Spring Term 'Pole to Pole'

ENGLISH

Writing composition:

The children will write in many contexts (not just in literacy lessons) and for different purposes, including a diary entry recounting Shackleton's expedition, a new adventure for Penguin Small and a fact file of Antarctica.

The children study structure and language features before they write.

The writing process involves planning, drafting, editing and proof reading, evaluation and oral presentation and/or publishing.

Handwriting is cursive (joined). We encourage all children to use pen as soon as they are able to so that they develop a fluent and confident handwriting style. Great effort and improvement is recognised and celebrated. Some children may even win a Star Writer award!

Grammar and punctuation:

Whenever possible, this is taught in the context of the writing process, but there may be times when discrete lessons are needed. The programme of study includes:

- create subordination by using when, if, that & because
- create coordination by using or, and & but
- write using a range of sentences, e.g. statement, question, exclamation and command
- write in the present or past tense correctly and consistently, including the progressive form
- use familiar and new punctuation correctly, including capital letters, full stops, question marks, exclamation marks, commas in a list and apostrophes
- know the language of noun, noun phrase, statement, question, exclamation, command, adjective, verb, suffix, adverb, tense (past and present), apostrophe and comma.

Phonics and spelling:

The school does not follow a commercial phonic reading or spelling scheme. We use the Letters and Sounds programme and planning that has been developed to incorporate the requirements of the National Curriculum 2014.

The children are ability grouped for daily phonic sessions, which develop skills for reading and spelling. Children are given many opportunities to apply their phonic knowledge and skills in purposeful writing and reading activities across the wider curriculum.

Reading

We have a wide range of books from different publishers, for each stage of phonic and reading development. The children have a reading session every day and read a range of literature including poetry, short novels and nonfiction books. Regular guided reading sessions with their teacher develop word reading and comprehension skills. Teachers read aloud to the class regularly. Children are encouraged to visit the library, which is open every lunchtime.

ART and DESIGN

Children will depict the Northern Lights and Polar landscapes using different materials and techniques creatively. They will explore colour, pattern, texture, line, shape form and space.

They will study the work of George Marston - official artist on Shackleton's expedition.

HISTORY

Race to the North Pole

The children will find out about different polar explorers including Sir Ernest Shackleton, Robert Falcon Scott, Captain Laurence Oates and modern day explorer Ranulph Fiennes and compare and contrast their experiences and explorations.

MATHS

We believe that Maths is a creative subject. Reasoning and Problem Solving skills are at the heart of mathematical understanding and are woven into our daily maths lesson. In addition, our learners are given frequent opportunities to use mathematics in other areas of the curriculum.

Number/Calculation

Counting in Year 2 builds on the work done in Year 1 and is extended to counting in steps of 3.

Learners will partition numbers in different ways (for example, $23 = 20 + 3$ and $23 = 10 + 13$) to support subtraction. They become fluent and apply their knowledge of numbers to reason with, discuss and solve problems that emphasise the value of each digit in two-digit numbers. They begin to understand zero as a place holder.

They will be learning and using the 2, 5 and 10 times tables throughout the year.

Geometry/Measures/Statistics
Learners in Year 2 handle and name a wide variety of common 2-D and 3-D shapes including: quadrilaterals and polygons, and cuboids, prisms and cones, and identify the properties of each shape (for example, number of sides, number of faces). Pupils identify, compare and sort shapes on the basis of their properties and use vocabulary precisely, such as sides, edges, vertices and faces.

Pupils read and write names for shapes that are appropriate for their word reading and spelling. In maths and other lessons, learners will construct simple pictograms, tables, block graphs and tally charts and ask and answer questions about what they show.

Fractions

Pupils use fractions as 'fractions of' discrete and continuous quantities by solving problems using shapes, objects and quantities. They connect unit fractions to equal sharing and grouping, and to measures, finding fractions of lengths, quantities, sets of objects or shapes. They meet three quarters as the first example of a non-unit fraction. Talk is a crucial tool in the understanding of maths. Here, learners are encouraged to use precise mathematical language to discuss ideas, create debate and identify and resolve problems. This may take the form of whole class discussion, paired talk or group collaboration.

DESIGN TECHNOLOGY

The children will design and make vehicles
The children will use wheels and axles and design for a purpose, selecting from different materials and construction kits, to build their structures. They will use different tools and Equipment. They will evaluate their designs.

GEOGRAPHY

The children will understand geographical similarities and differences-human and physical -between the Uk and Antarctica/ Arctic.

Name and locate the seven continents and five oceans using maps, atlases and globes.

Use aerial photos and maps to recognise landmarks and physical and human features.

SCIENCE

Living things and their habitats

The children will explore and compare the differences between things that are living and dead, and those that have never been alive.

They will identify and describe the needs of different animals and their habitats.

They will find out how animals obtain their food from plants and other animals and their different food sources.

COMPUTING

In computing sessions children will begin to learn the basics of computer programming using simple sequences of instructions to control floor robots.

They will use a range of software programs to present data in different ways.

The E-safety focus will be on going online places safely and sending emails and during these sessions will also be taught to

- save and open files
- use the keyboard on a device to add, delete and space text for others to read.
- use the *SHIFT*, *ENTER*, *CAPS LOCK*, *DELETE* and *BACKSPACE* keys accurately.
- use technology to organise and present ideas in different ways

PSHE

In PSHE sessions will focus on E-safety, technology and financial capability. Some of the areas covered are:

Technology beyond school and how it is used. Who uses it and what is good/not good about it. PSHE is enriched with circle time, Building Learning Power and mentoring sessions.

MUSIC

The children will create music by experimenting with, create, select and combine sounds.

The children will use their voices expressively and creatively by singing journey songs and by speaking chants and rhymes

PHYSICAL EDUCATION

The children will play football and dodgeball to develop game playing and motor skills. They will develop agility and coordination.

The children will have regular swimming sessions.

RELIGIOUS EDUCATION

In RE the children will study ways of living and sharing faith in the context of Christianity.

Learning questions will include:

- What does it mean to belong?
- What happens in a place of worship?
- How and why are religious celebrations important to people?
- How and why do symbols express religious meaning?

The School uses the Suffolk Agreed Syllabus for RE