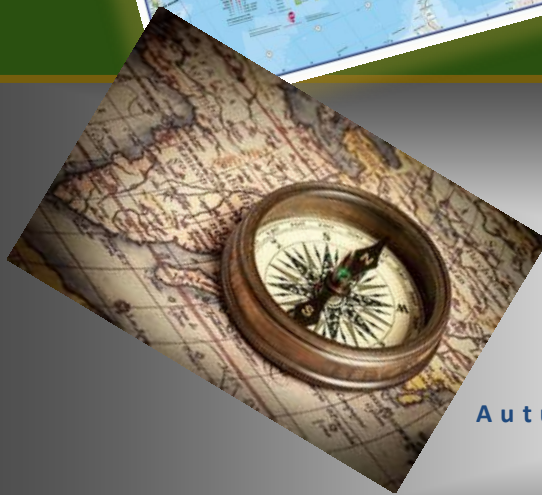
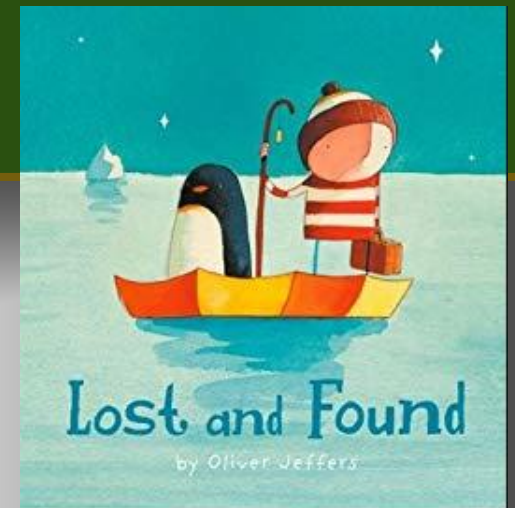
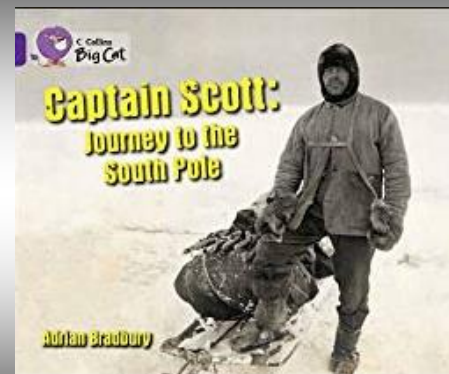


Explorers, journeys around the world.



Year group 2

Autumn 1st half 2019



Science

Materials: Look at a variety of materials and identify some of their features using comparison and classification (wood, different plastics, glass, card, paper, cotton, Test the properties of the materials in relation to temperature, waterproofness, strength using a range of investigations.



To be able to use the properties discovered to discuss how they can be used in making a variety of shelters in different areas of the world to be explored (deserts, jungle, arctic, mountains etc...) → Link with DT when building shelters/rafts.

SMSC

English

To continue to work on handwriting with a focus on improving cursive letter formation. Revise phase 5 graphemes and consolidate learning of consonants and vowels.

Go over the Year 2 common exception words and learn the first lists. Consolidate the phonics and common exception words from Year 1. In phonics, to cover the silent letters 'g' & 'k' as well as the 'wr'. Look also at some of the less obvious spellings for sounds like 'dge', 'ge', 'c' as /s/, words ending in 'le' and 'le'. Consolidate all phonemes to make reading and writing more fluent. These are all linked to the weekly spelling lists.

Using the story of 'The Tunnel' based on the idea of a journey, review sentence structures with a focus on nouns and further extending these with the use of adjectives and finally forming noun phrases. Identify the place of verbs and discuss a richer word bank for both of these. Whilst reading, focus on the literal meaning linked to imagery and feelings involved. To understand the sequence of events with the view of different perspectives (writing for purpose).

History

With a hint of Geography.

Understand that humans have contributed to a lot of change over time and even in our lifetime. Looking at the various explorers, understand the importance for history makers and continued exploration of the world.

Look at the exploits of a current explorer (Ranulph Fiennes) compared to an older one and local ones. Investigate other explorers such as Christopher Columbus, Amy Johnson, Neil Armstrong. Understand that adventurers explore different areas (land, sea, sky, poles, deserts, jungles...).



SMSC

What impact can I have on the world? I can we become history makers and make a difference to others?

How can we use natural materials in a more sustainable way? How can we change the materials we use to help the planet in the future? Discuss the cost of resources against the cost to the world around us.

RE

World religion: Islam – The night of power.

Compare elements of the Islamic religion with Christianity (holy books, places of worship...).



Discover the story of the prophet Muhammed and how the Quran was written. Discuss and understand the significance and importance of this book in the religion and its tie to the 5 pillars of Islam.



Points of discussion: How did Muhammed feel? What is an angel? How does God use



Looking at the story of 'Lost and Found', again linked with a journey with a tie to the south pole, discuss similarities in features of fiction and built on comprehension to start inferring elements of the story. From this use the different writing features to enrich the stories. There will be a deeper understanding and use of punctuation tied in with sentence types and the use of commas. Use a range on connectives (including time connectives) to write extended sentences and introduce adverbs.

The third text has a non-fiction focus and will compare the different feature involved. 'Captain Scott, Journey to the South Pole' is tied in with the topic to build elements of informative writing. Look at different elements of sequencing and the idea of cause and consequence. Build a range of connectives linked with coordination and

Discuss the morality of exploring for personal gain as opposed to making a difference for others and the world.

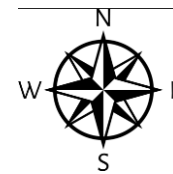
Geography

Linked with elements of history.

To understand the features of a map looking at the location of the UK within the world.

Look at how to use the map key and creating their own maps.

Discuss the 4 main cardinal points on a compass and understand the importance of these when on an expedition.



To locate the 4 countries of the UK when looking at a more localised map from the world globe.

To learn and locate the 7 continents and 5 oceans and describe their features and relative positions. Start linking these areas to history when looking at explorers exploits in the discovery of certain areas of the world. From this look at the equator and

angels and in what way can they appear? Where did all this take place? What exactly was given to Muhammed? How was the word of God passed on to him? Compare the significance of the Quran to the Bible whereby it is the direct words of God as opposed to the retelling of the story of God.

SMSC

Is it good to believe everything that we are told? Think of ways to question what is said. Different beliefs is not linked to right or wrong, discuss elements of respect and accepting differences around the world.

Art/DT

Build a tunnel book using elements of black and white. Build their journey through the tunnel adding colours as you progress through. Link this with looking at older picture of explorers,



subordination. To use deduction from information provided to understand the information delivered. To continue writing extended sentences looking at informal 1st and 3rd person writing.

SMSC

Discuss how people's actions affect feelings and how others affect are feelings. Idea of an emotional journey that shapes the lives of others too.

What is the importance of friendship and camaraderie. How does this help us in daily life? Sharing journeys.

Maths

Review two-digit numbers and place value of these. Looking at numbers to 1000 and place value for hundred and thousand. From this build on using addition and subtraction using numbers to 1000 with regrouping in each value column.



Understand how to solve mathematical problems with reasoning and finding the correct methods to use involving additions

differentiate the 2 poles, comparing both of them.



SMSC

Focus on the importance of seeing the bigger picture around us and noticing that we have an impact on the world not just the UK. What ethical considerations are there in exploring untouched areas of the world? Is it best to leave some mystery and let nature take its course?

Music

Listen to a variety of traditional music from different countries in the world and compare them on style, sound etc... Link this to feelings and discuss the tempo of each piece, looking at how the variations in tempo can change to meaning or purpose of the music.

With the idea of discovering new elements to the world, we look at aboriginal art and their interpretation of nature using a set of specific colours and techniques with dots and lines. A major representation of animals and plants with an earthy tone representing their part of the world.



Using a variety of materials discovered in science to engineer building a raft/shelter. Look at how we tie these together and link all the elements using natural resources. Use sketches and templates to plan the finalised item.

SMSC

What feelings go into the art piece or is it simply a physical representation? Different elements can change through time, how can different people relate to a same art piece?

and subtractions using the concept of whole/parts.

Introduce multiplication and division and review their uses and how they work. Learn multiplication $\times 2$ & $\times 3$.

Arithmetic will focus on elements of fluency with recalling number bonds to 10 without using the fingers and moving onto 20 from this. Quick recall of basic number facts and further using these within reasoning problems.

Skip counting forwards and backwards is also key in working more effectively with numbers.

SMSC

Discuss the importance of distances when on an expedition and how it is significant in the planning.

Counting and numbers can be found all around us and is used in everyday tasks, look at how this changes the way you live (at home, in the community, in the world).



Look at creating own tempo using different elements found in nature. Relate this personality and feelings.

LEARN the songs for the Harvest Festival.

SMSC

Look at how music brings people together and links different communities.

How do people make a difference with music? How does it link with feelings and how has it been used over time across the world?