

# Explorers, journeys around the world.

Year group 2

Autumn 2<sup>nd</sup> half 2019

<p style="text-align: center;"><b>Science</b></p>	<p style="text-align: center;"><b>English</b></p>	<p style="text-align: center;"><b>History</b></p>
<p>We are continuing to look at materials and their properties. We will discuss the uses of the different materials based on their properties.</p> <p>We will continue to set up investigations to determine which material is best suited to make a stained glass, with the idea of light coming through. New vocabulary will be introduced like 'transparent', 'opaque', 'translucent'.</p> <p>We will discover how materials can be changed using different movements like pulling, pushing. We will also introduce the idea of twisting, squashing, bending and stretching. This will link in with instruction writing.</p> <p><u>SMSC</u> <i>Discuss the sustainability of using different materials and the ethics behind their use.</i></p> <p style="text-align: center;"><b>RE</b></p> <p><b><u>Christmas Lights</u></b></p>	<p>To work on handwriting with a big focus on improving cursive letter formation across the board. Review sounds in words. In phonics, introduce coordination and the use of contractions. Build in the /j/ sound and look at ending changes for some plurals. A big focus on the /l/ sound with the 4 different spellings possible. Introduce the sounds 'tion', 'tious', 'cious'.</p> <p>Continue with the Year 2 common exception words. Consolidate all phonemes to make reading and writing more fluent. These are all linked to the weekly spelling lists. A big push on reading to push the standards up and build a richer vocabulary base, influencing the child's imagination and creativity.</p> <p>Using the story of 'Zeraffa Giraffa' based on the idea of a journey, review sentence structures with a focus on word function. Look at sentence types and applying these in their writing. Discuss using a richer word bank when doing work improvements. Whilst reading, focus on the literal meaning linked to imagery and feelings involved. To understand the sequence of events with the</p>	<p><b>Predominantly History based.</b></p> <p>Continue with the theme of explorers but elaborate to identify reoccurring characteristics and look at exploration along a timeline.</p> <p>Recognise the achievements in the aerospace industry and link later to space exploration. Discuss how Amy Johnson has help the cause of equality in her feats by comparing her time with ours. Identify attributes of an explorer and compare them to other explorers. Recognise the need for change and identify how these achievements have impacted our lives today.</p> <p>Debate the moral side and in looking at Christopher Columbus, recognise elements of wrong in taking things yet discovering at the same time.</p> <p>Use reasoning skills and base the topic around a rich vocabulary base.</p> <p><u>SMSC</u></p>

What is the meaning of light as a symbol?  
What emotions can light create? How can we offer 'light in a dark world?'

What is the meaning of light as a symbol?  
What does 'Advent' mean? Why are there candles in the Advent wreath ? What symbols of light are important to Christians, particularly at Christmas time?

SMSC

*Reflect on light around the world. How does it light up different paths for us and others around us?*

*How does light bring the world together and provide life for us? Link with elements of hope and faith.*

**Art/DT**

Make poppies with the symbolising colour red. Link these with English to rite messages on.

Look into folding to build paper aeroplanes. Discuss materials that will help for flight and the best options. Look into what can be adapted for effectiveness.

view of different perspectives (writing for purpose).  
Introduce guided reading sessions in the morning to focus on elements of inference, deduction and general comprehension. This will include building a love for reading.

Linked with other subjects, we will look at features of instruction writing with a view to use imperative verbs with a sequence.

The second part will continue to incorporate all the grammatical elements but focus on poetry and the features therein. The major focus here will be on imagery, rhymes, finding a rich vocabulary base. Sentences need to be accurate and this will introduce the aspect of reading back on work to improve it. We will use a variety of acrostic poems.

SMSC

Look at poems from around the world. How do the images used impact the readers' feelings? How can they write a story with a message for others and how do they think it will impact people around them?

**Maths**

*What impact can I have on the world? How can I make a difference?  
Discuss the morality of discovering and claiming parts of the world.  
Reflect on times changing and how we can help the future changes.*

**Music**

Learn songs in line with Remembrance Day and linked to the nativity play. Listening to repetition and patterns within and learning the words.

Look at a variety of instruments and the sounds that go with them.

SMSC

*Music brings people together and is closely linked with feelings and well-being. How does this impact others?*

*Discuss the strength of music with faith around Christmas.*

<p>Stencils and repetition of patterns. Build a candle around a light to create patterns on the wall. Shades and shadows with reflections.</p> <p>Discuss colours based around the wreath and Christmas. Look at elements of feelings involved as well.</p> <p><u>SMSC</u>  <i>What feelings can light create using shadows? Look into colours as feelings. How have stencils impacted the world around us and how are they used in day to day life?</i></p>	<p>Continue to work with numbers to 1000 and continue to write them correctly in words and numbers. Building on operations, we will move onto column subtraction including with re-grouping.</p> <p>Introduce problem solving and strategies to help solve these in relation to the various operations. Problems will include 1 and 2 steps.</p> <p>Continue with building the knowledge of multiplication and division and continue to learn the times tables for 2, 5, 10, 4 and 3.</p> <p><u>SMSC</u>  <i>How are problems solved as a group? How can we use maths to solve problems around the world today?</i></p>	
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