



Pompei, Sappho and new life.

Year group 2

Spring 2nd half 2020



<p style="text-align: center;">Science</p>	<p style="text-align: center;">English</p>	<p style="text-align: center;">Humanities</p>
<p>This half-term we look at how we grow and change from babies to adults.</p> <p>We will use many tools of exploration and investigation to observe the differences between things that are alive and not. From this, children will be able to use discussion and reasoning to discover how babies change into children and further into adults.</p> <p>During this, we will understand life cycles and stories to show how we all change the same but in different ways. In addition, we will look at how similar we are to our parents and other family members and begin to explain why this is.</p> <p>We will set up an investigation to discover a part of the human body and open up questions to discover more of the human body.</p> <p>Finally, we will include animals and compare how they change from humans. We will understand how some animals hatch from eggs whereas others are born live like humans.</p>	<p>This half-term we will be using different cultural texts and leaflets.</p> <p>Spellings will focus on using all common sounds within words and using these consistently. We will continue using the Read Write Inc. program to build on this knowledge. CEW will continue to be practised.</p> <p>Reading comprehension will link into this to build on more elements of depicting the text and moving away from the simple decoding now. Understanding what is going on within a story of the focus point here.</p> <p>The first genre covered is based on story telling around different cultures. We will look at and discuss how others use culture to write a story and get a specific message across. In this we will also compare different cultures based on our own one to finally write a cultural story to portray a message using cultural elements.</p> <p>The second genre used is based on arguing. We will use elements of persuasion based on leaflets. We will look at how writers use</p>	<p>This half-term we will covering the theme of Pompeii and Sappho.</p> <p>We will be covering the basic view of Romans and how they lived through the life of Sappho. Many skills of comparison will be used here to look at what is different to us and how things have changed.</p> <p>We will be understanding how Pompeii was destroyed and the events around this. In doing so we will understand how people learn from history and various events in order to prevent or change future events.</p> <p>We will look at evidence and how historians use this to inform different findings. The difference between primary and secondary evidence will be explained to show that not all information can be accurate. In doing this we will discuss the importance of passing history down to others and the purpose of this.</p> <p>Finally, we will discover how historians discovered the bodies of the people and how this allowed them to reconstruct the city of</p>

<p><i>SMSC</i> <i>Should we interfere with the life cycles of animals or let them run their course? What changes in mind-set can we transfer to our off spring?</i></p> <p style="text-align: center;">RE</p> <p>This half-term we will be looking at Easter and all that surrounds it.</p> <p>We will begin discussing the whole Big Story of the Bible and how Easter fits in this as a major part for Christians. We will use discussion and acting out to understand and explain the various events surrounding Easter from Palm Sunday to the crucifixion and Jesus’ resurrection. We will use elements of feelings based on accepting fate and facing the consequences to contrast with the right and wrong of this.</p> <p>We will use empathy and different viewpoints to relate to the story in many way and understand the actions of Jesus. Understanding His link between mankind and God is key in understanding how following the steps of Jesus is important to</p>	<p>specific language to captivate their audience. The opening statement is key in griping the reader. In adding arguments to their writing, children will learn how to develop these with evidence and supportive sentences so that they can back up what is said. Children will begin to use specific facts and understand how to add them into their writing in an interesting way. Furthermore, using connecting words will link their writing together to make it coherent.</p> <p>Children will continue to use and build on grammatical skills like subordinate and coordinate conjunctions but also noun phrases and various uses of verbs. Word and sentence functions remain a focus point as well.</p> <p><i>SMSC</i> <i>How does understanding other cultures help us to be accepting? Is everything said always the truth or should we question some things?</i></p> <p style="text-align: center;">Art/DT</p> <p>This half term we will be focusing on an artist who self-educated to become a famous painter. Henri Rousseau used his</p>	<p>Pompeii. From this we will discuss how technology today could have changed these findings and been more accurate.</p> <p><i>SMSC</i> <i>How much history should be unpicked without disrespecting others? How do we use history to change the way we act today? How much history should be believed? Should we believe all that is said?</i></p> <p style="text-align: center;">Maths</p> <p>We will continue to use several elements of mental maths to cover all operations including looking at the inverse relationships that help find operations with missing numbers. Number bond fluency remains a focus as well.</p> <p>We will cover money and how this is used in both pounds and pence. We will convert from both to get from one to the other. Using these within a problem situation will enable children to consolidate the use of money in a specific context. Using simple operations involving money will also practise using these more fluently.</p>
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<p>Christians. This links to hope, salvation and new life through saving the human kind.</p> <p>Finally, we will discuss elements of symbols and how this is shown in different churches here and around the world. Acceptance and respect are very important is relating to the general feelings of hope and salvation that come from this.</p> <p><i>SMSC</i> <i>Accepting that others may have different views and beliefs but they are just as important. Hope in others is as important as having hope in yourself.</i></p>	<p>understanding of landscapes to paint tropical jungles without having visited the places. He used various shadings of green to build the colours and feelings that we get from his paintings.</p> <p>Further to this we will continue with the theme of volcanos and use colours to paint a picture of the feelings of the people of Pompeii linked with the tragedy that occurred. How did other artists paint it? How are paintings painted based on evidence from others?</p> <p>Experimenting with colours, feelings and paints will remain a main focus point for all art with the added feature of shape, patterns and geometry.</p> <p>Finally, we will use watercolours to discover how this is different to paints. Watercolours can create more of an atmosphere with the colours and shadings that we will investigate.</p> <p><i>SMSC</i> <i>Is it acceptable to represent a tragedy? How long should it be before it is painted and how does it help remember?</i> <i>Using recycling through art.</i></p>	<p>We will also look at shape and how to move from 2D shapes to 3D shapes. From this we will look at sides, vertices and edges for both. Comparing 2D with 3D will enable children to see how to move from one to the other. Looking at the characteristics of shape will enable children to solve simple problems using these.</p> <p>We will touch on elements of volume and compare this with what has already been learned about mass and length as units of measure. This will further be added into problem solving to enable children to reason within context.</p> <p>Finally, children will be faced with an insight into data handling within graphs and how to read these accurately. Interpretation of these if key in understanding how data is used for a purpose. Within this, children will also be subject to direction and movement to get them accustomed to elements of space and movement.</p> <p><i>SMSC</i> <i>Using money, discuss how differences in richness does not change a person's right but also how it should not change people's perceptions.</i></p>
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