**My City - My Country**



English

**This half term child will be looking**

 Fiction: Seeds of Friendship by Michael Foreman- Story-setting description

 Non-fiction: Recount from The Pantomime experience

For more details, see attached English Medium Term Plan.

**Objectives:**

Write simple, coherent narratives about personal experiences and those of others (real or fictional)

Write about real events, recording these simply and clearly

Demarcate most sentences in their writing with capital letters and full stops, and use  question marks correctly when required

Use present and past tense mostly correctly and consistently

Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses

Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others

Use spacing between words that reflects the size of the letters

Demarcate sentences with exclamation marks, question marks and commas in lists

 

**Spellings**

The sound /l/ spelt with ‘-le’ at the end of words

The sound /l/ spelt with ‘-el’ at the end of words

The sound /l/ spelt with ‘-il’ and ‘-al’ at the end of words

The sound /igh/ spelt with ‘-y’ at the end of words ending in -y

Contractions

Common Exception Words: find\* mind\* behind\* old\* cold\* gold\* hold\* told\* every\*everybody\*

Maths-

This term, children will focus on both the multiplication and division of 2, 5 and 10. Pupils will look at different ways of sharing, including sharing and grouping before covering division by 2, 5 and 10. Pupils will also investigate links between multiplication and division and odd and even numbers.

Year 2 pupils will also learn about statistics which includes looking at pictograms.

**Objectives:**

-To recall and use division facts for the 2, 5 and 10 multiplication tables. Calculate mathematical statements for division within the multiplication tables and write them using the division (÷) and equals (=) signs.

-To recall and use division facts for the 2, 5 and 10 multiplication tables

- To solve problems involving multiplication and division using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts

-To be able to read and interpret a picture graph with a scale of 1:1

RE-Islam

Prayer at home

In this chapter, children will try to answer the following question: Does praying at regular intervals help a Muslim in his/her everyday life?

Children will try to understand what commitment means to us and to Muslims by knowing about how Muslims pray 5 times a day.

**Objectives:**

-To remember some things about Muslim prayer

-To use the right words to describe how Muslims pray and begin to explain why they do this

- To describe the Muslim prayer routine and explain how they believe this could help them in their everyday lives

**History: Francis Laidler King of pantomime**

This term, year 2 pupils will learn about the famous Francis Laidler in the context of our wonderful city Bradford. Children will find out why Mr Laidler was so famous and why he was such an important person for the city and the country. Learning about Mr Laidler and the Pantomime will highlight Bradford’s importance and allow children to be proud of the city they live in.

**National Curriculum:**

 To understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

 To look at events beyond living memory that are significant nationally or globally.

 To look at the lives of significant individuals in the past who have contributed to national and international achievement and to use these to compare

 aspects of life in different periods.

 **Skills:**

Sequence photographs etc. from different periods of their life

Describe memories of key events in lives

Recognise why people did things, why events happened and what happened as a result

Compare pictures or photographs of people or events in the past

Discuss reliability of photos/ accounts/stories

Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.

Communicate their knowledgethrough:

Discussion….

Drawing pictures…

Drama/role play..

Making models…..

Writing..

Using ICT…

Geography – This term pupils will be learning about UK and the surrounding seas. Children will locate 4 UK countries on the map and learn about their physical and human features.

**National Curriculum**

**Locational knowledge**

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

**Human and physical geography**

To use basic geographical vocabulary to refer to:

Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

**Geographical skills and fieldwork**

To use world maps, atlases and globes to identify the United Kingdom and its countries

To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

**Human and physical geography**

**Skills**

Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)

Begin to understand the need for a key.

Use class agreed symbols to make a simple key.

Follow a route on a map.

Use a plan view.

Use an infant atlas to locate places.

Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)

Locate and name on UK map major features e.g. London, River Thames, home location, seas

Investigate their surroundings.

Look at objects to make a plan view map.

Follow directions (as yr. 1 and Inc. MSEW)

**Science – Materials**

**National Curriculum:**

This half term, year 2 pupils will learn about materials and their properties. Children will have an opportunity to test materials to find out which ones are strong, stretchy, rough or soft.

**Materials**

Pupils should be taught to identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. They will find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

**Plants**

Pupils should be taught to observe and describe how seeds and bulbs grow into mature plants. They should find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

**Skills:**

**Materials**

To compare and group together a variety of everyday materials on the basis of their simple physical properties

To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

To describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

**Plants**

To observe and describe how seeds and bulbs grow into mature plant.

To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Plants

Plants

Pupils should be taught to:

To observe and describe how seeds and bulbs grow into mature plants

To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

**Design and Technology-** In DT, Children will design and make their own hand puppets for the class pantomime.

**National Curriculum:**

When designing and making, pupils should be taught to:

Design purposeful, functional, appealing products for themselves and other users based on design criteria

Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Explore and evaluate a range of existing products

Evaluate their ideas and products against design criteria Technical knowledge

**Skills:**

Cut, shape and join fabric to make a simple garment. Use basic sewing techniques

Generate ideas by drawing on their own and other people's experiences

Develop their design ideas through discussion, observation, drawing and modelling

Identify a purpose for what they intend to design and make

Identify simple design criteria

Make simple drawings and label parts

Evaluate against their design criteria

Evaluate their products as they are developed, identifying strengths and possible changes they might make

Talk about their ideas, saying what they like and dislike about them

**PSHCE- My Happy Mind and Story Project**

**Celebrate-** This chapter is all about the character and how it can be developed. Children will learn about: Love and Kindness, Bravery and Honesty, Exploring and Learning, Teamwork and Friendship and Love of Life and our World.

Students in year 2 will also learn about Online Safety from the story Chicken Clicking by Jeanne Willis and Tony Ross

Objectives Covered

1.I can tell you the benefits of going online.

2.I can tell you how to recognise the dangers of being online.

3.I can tell you the rules and principles for keeping safe online.

4.I can tell you how to report problems I have online.

5.I can tell you the value of the things that I buy

**Computing-**  **Media**

This term, children will learn how to use technology purposefully to create, organise, store, manipulate and retrieve digital content.

**National Curriculum:**

To use technology purposefully to create, organise, store, manipulate and retrieve digital content.

**Skills:**

To create, edit and format a range of digital texts.

To combine and share digital content from multiple sources

**PE- Dance**

National Curriculum:

Dance

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Perform dances using simple movement patterns.

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

**Skills:**

Dance

Copies and explores basic movements with clear control.

Varies levels and speeds in sequence.

Can vary the size of their body shapes.

Add change of direction to a sequence.

Uses space well and negotiates space clearly.

Can describe a short dance using appropriate vocabulary.

Responds imaginatively to stimuli.