



YEAR 2 / SPRING 2

Island life

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
<p>We know that only our best is good enough and we will be working hard to maximise our progress in all our learning— academic, social and emotional so that we can be the best we can be and make a positive difference to ourselves and others in our community.</p>	<p>We will be developing our learning skills to develop our readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners we can be so that we are prepared for the challenges we will face.</p> <p>We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.</p>	<p>We will explore what is possible to be achieved when we identify goals based on consideration of people as unique individuals, with their own passions and ideas.</p> <p>We will be challenging ourselves, extending our boundaries and developing our independence.</p>	<p>We will be learning how to appreciate and respect our differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.</p>

KEY TEXTS

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ACADEMIC EXCELLENCE	<ul style="list-style-type: none"> ✓ Knowing our next steps on how to improve our work ✓ Complete feedback to a high standard ✓ Review progress against own targets ✓ Know that our best work is good enough ✓ Knowing that failure is 'OK' and a stepping stone to success ✓ Set own targets and work towards these
POSSIBILITIES AND RISKS	<ul style="list-style-type: none"> ✓ Challenging learning opportunities for children to be outside comfort zone ✓ Increase responsibilities for year 2 children – independently completing homework and handing in homework and letters, Independent reading ✓ Read aloud a poem, from memory to peers

LEARNING TO LEARN	<ul style="list-style-type: none"> ✓ Review and develop understanding of 5Rs with particular focus on being responsible in Spring 2 – ✓ Thinks about their work ✓ Uses what they have learnt before to help them ✓ Learns from their mistakes ✓ Looks for ways to improve their work ✓ Continue to work towards Learning to Learn Awards
SOCIAL INTELLIGENCE	<ul style="list-style-type: none"> ✓ Assemblies – linked to school aims ✓ Taking part in after school clubs ✓ Adapting behaviours according to environments and audiences – home, school, school visits ✓ No Outsiders – 'An Inclusive Community Inspiring Life Long Learning', all different, all welcome with particular focus on understanding 'how we share the world' and 'what makes someone feel proud'. ✓ Keeping mentally healthy – What to do if we have a worry



ENGLISH	READING	<ul style="list-style-type: none"> • Check the text makes sense and correct any inaccurate reading. • Continue to apply phonic knowledge and skills as the route to decode • Read accurately by blending sounds in words and recognising alternative sounds for graphemes • Read accurately words of 2 or more syllables • Expressing views about text at a level beyond that at which they can read • Ask and answer questions, make predictions, begin to make inferences • Checking the text makes sense. • Discuss and express views about fiction, non- fiction & poetry 	MATHS	<ul style="list-style-type: none"> ✓ During this half term, Year 2 will learn about mass in the context of kilograms and grams. They will learn how to read a scale, to compare the weight of different objects and to solve word problems relating to mass. ✓ Pupils will gain experience in measuring temperature. They will learn about Celsius, how to read thermometers to help them understand, and they will look at the different kinds of temperatures we can measure. ✓ Finally, they will learn how to read, interpret, analyse and construct their own picture graphs with confidence.
	WRITING	<ul style="list-style-type: none"> • Continue to use familiar and start to use new punctuation including capital letters, full stops, question and exclamation marks, commas in a list and apostrophes. • Use subordination (When, if, that, because) and co-ordination (and, or, but) • Form lower case letters of the correct size relative to one another • Develop stamina for writing/verbs, nouns, adjectives and adverbs • Planning – Say or record in writing or pictorially ideas for writing • Make simple additions, revisions and corrections to own writing • Sentences with different forms/present and past tense • Edit and improve writing after proof reading 		
	SPELLING / PHONICS	<ul style="list-style-type: none"> • Segmenting spoken words into phonemes representing these by graphemes, spelling many correctly • Learning new ways of spelling phonemes • Learning to spell common exception words • Learning common suffixes and prefixes • Use of apostrophes for possession and omission 		
	SPOKEN LANGUAGE	<ul style="list-style-type: none"> • Read aloud with attention to punctuation and intonation • Articulate & Justify answers • Initiate & respond to comments • Use spoken language to develop understanding • Orally rehearse sentence by sentence what to write 		



SCIENCE	<p><u>Working Scientifically</u> Using observations and gathering evidence to suggest answers to questions.</p> <ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different • Observe closely using simple equipment • Perform simple test • Record and communicate findings • Identify and classify • Gather and record data to help answer questions • Use observations to suggest answers to questions <p><u>Sustainability</u></p> <ul style="list-style-type: none"> • To explain what sustainability is and why it is important to our planet • To understand and explain how plastic can be helpful and harmful • To identify how we can reduce the use of plastic <p><u>Plants</u></p> <ul style="list-style-type: none"> • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
HISTORY	Geography Focus

COMPUTING	<p><u>Questioning</u></p> <ul style="list-style-type: none"> • To learn about data handling tools that can give more information than pictograms. • To use yes/no questions to separate information. • To construct a binary tree to identify items. • To use 2Question (a binary tree database) to answer questions. • To use a database to answer more complex search questions. • To use the Search tool to find information.
GEOGRAPHY	<p><u>Investigating places – Island life</u></p> <ul style="list-style-type: none"> • To know human and physical features of a place • To map Sturay using a key • To know simple compass points • To know the similarities and differences between Sturay and AE • To answer and ask geographical questions • To know some of the ways that land and buildings are used • To know what it may be like to live on an island • To ask and answer geographical questions about the environment • To draw geographical conclusions • To know how and why changes affect the people living in a place • To know what a contrasting location is



MFL	N/A	PHYSICAL EDUCATION	<p><u>Invasion games/fitness</u> To understand what being in possession means and support a teammate to do this · To understand that scoring goals is an attacking skill and to explore ways to do this · To understand that stopping goals is a defending skill and explore ways to do this · To explore how to gain possession · To mark an opponent and understand that this is a defending skill · To apply simple tactics for attacking and defending</p>
DESIGN TECHNOLOGY	<p><u>Technical Knowledge</u> <u>Food Technology</u></p> <ul style="list-style-type: none"> Understand where food comes from Food products should be combined according to sensory products Know the bridge grip and claw grip Know the 5 main parts of the eat well plate - fruit/vegetable carbohydrates, fats and proteins Know that a healthy diet contains some of each of the eat well plate <p><u>Skills</u> Design</p> <ul style="list-style-type: none"> Design something for a purpose and user Generate own designs and communicate Use ideas found in own design <p>Make</p> <ul style="list-style-type: none"> Cut, peel, chop, slice and grate Measure using centilitres and litres Mix, stir and whisk Work safely and hygienically <p>Evaluate</p> <ul style="list-style-type: none"> Explain if their user likes or do not like their finished item and why Consider appearance, taste and aroma Suggest how they can improve their product 	ART AND DESIGN	
MUSIC	<ul style="list-style-type: none"> Recognise well-defined changes in metre and dynamics. Perform simple patterns and accompaniments keeping a steady pulse. Start to represent musical sounds through the use of symbols such as time signatures and accent markings. 	RELIGIOUS EDUCATION	<p><u>Christianity</u> <u>Why does Easter matter to Christians?</u></p> <ul style="list-style-type: none"> To tell stories of Easter Week and Easter and make a link with the idea of Salvation.
PSHE	<ul style="list-style-type: none"> Importance of rules for safety and listening to people we trust Keeping Safe – Hazardous Substances Staying safe around household substances Families and Care - What makes a family? 	ENRICHMENT	<ul style="list-style-type: none"> World Book Day – Celebrate reading Red Nose Day – opportunity to reflect on UL and global poverty Class Drama – Act out a range of emotions in a safe and secure environment Science Week PFC Multisport
Making a Difference			