

Context for Learning Topic Web

Include: Launch activity / Lead subject – main learning points / Subsidiary (linked) subjects – main learning points / Links to English and (if applicable) Maths

Year 2 Spring –



Would I like to live in Chembakoli?

Music

Jack and The Beanstalk

- Listening, learning, performing
- Working on pulse, rhythm, untuned percussion

Indian music

- Bollywood – Dance
- Compose South Asian music
- Listen and appraise music from this genre
- Move using body percussion
- Rhythm work – Keeping the pulse

Physical Education

- Dance
- Multi-skills: Throwing, catching and aiming
- Multi-skills: Making up a game

PSHE

Keeping safe: Dangers in our home and community

- To be able to identify dangers in our homes
- Understand how to stay safe around electricity
- Understand how and why fires are caused and what to do in a fire
- Understand the dangers of playing near water and how to stay safe

R.E

- Islam: Prayer at home
Does praying at regular intervals everyday help a Muslim in his/her everyday life?
- Christianity: Easter; Resurrection
Is it true that Jesus came back to life again?

Literacy

Man on the Moon – Narrative

Stories from other cultures - Narrative

'The Something' by Rebecca Cobb – Description

Indian tiger – Non-chronological report

Reading

- Continues to develop positive attitudes to reading.
- Build on objectives from Autumn Term.
- Re-read books to build fluency and confidence.
- Discuss the sequence of events in books and how items of information are related.
- Introduce pupils to non-fiction books that are structured in different ways.
- Continue to develop strategies for reading becoming more independent in choosing which to use.
- Read suffixes by building on the root words already learned.

SPaG

- Use subordination (when, if, that, because.)
- With increasing confidence, use conjunctions to join ideas in longer sentences Co-ordination: using 'and', 'or' and 'but' (Compound) Subordination: using 'when', 'where', 'if', 'that' and 'because' (Complex)
- Use adjectives to describe nouns.
- Use adjectival phrases to describe nouns. (The tiger who came to tea was lovely and gentle.)
- Use apostrophes for contracted forms – relate this to differences between spoken & written English
- Spelling – See English Appendix 1

Writing

- Use commas to separate items in a list.
- Play roles and improvise scenes in various settings.
- With increasing independence, think aloud as they collect ideas, draft and re-read to check meaning is clear.
- Proof read writing for errors in spelling, grammar and punctuation.
- With increasing independence, explain how different types of writing, including narratives are structured and apply this to their own writing.
- Independently make phonetically plausible attempts to spell words, even if sometimes incorrect.

Creative Development (DT & Art)

Drawing

- Refine skills in drawing and develop and share ideas. Incorporate known experiences. Focus on using lines (movement, contours, and feelings) and known shapes (geometric) to create.
- Attempt to make links to the local artistic community. Examine a piece of work from a well-known artist and use it to create a success criterion. Then critically evaluate their work.
- To try out a range of marks on different surfaces using different media with the focus tone.
- To explore ideas and use imagination to respond to music as a stimulus for mark making.
- To try out tools and techniques.
- To explore line and mark.
- To use Computing as a tool for mark making.
- To look closely, draw and talk about a group of objects and how they are arranged.
- To investigate and describe texture

Printing

- To tear and print with positive and negative stencils.
- To investigate layering and overlapping colours when printing.
- To develop the process of direct printing using found objects, selecting colours and surfaces.
- To make decisions about how they work may be developed.

D/T

Functional products

- Design and make a picture frame for a piece of special work
- Mechanisms – Design and make a moving vehicle
- Design purposeful, functional and appealing products
- Generate, model and communicate ideas
- Use a range of tools and materials to complete practical tasks
- Evaluate existing products and own ideas
- Build and improve structure and mechanisms

Computing

We are photographers – Taking better photos

- Consider the technical and artistic merits of photographs
- Use a digital camera or camera app
- Take digital photographs
- Review and reject or rate the images they take
- Edit and enhance their photographs
- Select their best images to include in a shared portfolio

We are researchers – Researching a topic

- Develop collaboration skills through working as part of a group
- Develop research skills through searching for information in the internet
- Improve note-taking skills through the use of mind mapping
- Develop presentation skills through creating and delivering a short multimedia presentation

Knowledge and Understanding (Science, Geography)

Living things and their habitats

- Explore and compare the differences between things that are living, dead, and things that have never been alive
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- Identify and name a variety of plants and animals in their habitats, including microhabitats
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Geography

- Name and locate the world's seven continents and five oceans. (Use world maps, atlases and globes to identify)
- Understand geographical similarities and differences through studying the human and physical geography of Great Yarmouth, and a small area in a country in Asia
- 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.

Mathematics

Number and Place Value

- count in steps of 2, 3, and 5 from 0, and tens from any number, forward or backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- identify, represent and estimate numbers using different representations, including the number line
- read and write numbers to at least 100 in numerals and in words *e.g. forty-five*
- compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- use place value and number facts to solve problems.
- *partition numbers in different ways e.g. $23 = 20 + 3 = 10 + 13$*

Addition and subtraction

- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
 - a two-digit number and ones
 - a two-digit number and tens
 - two two-digit numbers e.g. $34+29$
 - adding three one-digit numbers e.g. $6 + 5 + 4$
- solve problems with addition and subtraction:
 - using concrete objects and pictorial representations, including those involving numbers, quantities and measures
 - applying their increasing knowledge of mental and written methods
 - recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
 - recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- use the language 'sum' and 'difference' e.g. find two numbers with a difference of 6 (3 and 9, 10 and 16.);

Multiplication and division

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- *recognise and use the inverse relationship between multiplication and division in calculations*
- *relate multiplication and division to grouping and sharing discrete e.g. counters and continuous quantities e.g. water, and relating these to fractions and measures e.g. $40\text{cm} \div 2 = 20\text{cm}$; 20cm is $\frac{1}{2}$ of 40cm*
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

Fractions

- recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity *e.g. how long is $\frac{1}{3}$ of a ribbon which is 60 cm long?*
- write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of two quarters and one half.
- count in fractions e.g. 0, $\frac{1}{2}$, 1, $1\frac{1}{2}$, 2, $2\frac{1}{2}$, ...

Mathematics

Measurement

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); **mass** (kg/g) to the nearest appropriate unit, using rulers, scales
- compare and order lengths, masses and record the results using $>$, $<$ and $=$
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins to equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit including giving change e.g. *I buy 2 bags of sweets for 20p each, how much change will I get from 50p?*
- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.

Geometry

- identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line
- *draw lines and shapes using a straight edge*
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- compare and sort common 2-D and 3-D shapes and everyday objects *e.g. sort 2-D shapes in different ways such as whether they are quadrilaterals and have line symmetry...*
- *recognise and name quadrilaterals, polygons e.g. pentagon, hexagon, octagon, prisms and cone*
- identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid
- order and arrange combinations of mathematical objects in patterns, *including those in different orientations*
- use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise), and movement in a straight line.
- Use the concept and language of angles to describe 'turn' by applying rotations, including in practical contexts (e.g. pupils themselves moving in turns, giving instructions to other pupils to do so, and programming robots using instructions given in right angles)

Statistics

- interpret and construct simple pictograms *e.g. where the symbol represents 2, 5 or 10 units*, tally charts, block diagrams and simple tables
- answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- answer questions about totalling and comparing categorical data.