

Year 2 Imaginative learning project = Engage, Develop, Innovate, Express – Land Ahoy!

English		Art and Design	History	
<p>Reading</p> <ul style="list-style-type: none"> Be introduced to non-fiction books that are structured in different ways. Draw on what they already know or on background information and vocabulary provided by the teacher <p>Writing</p> <ul style="list-style-type: none"> Plan or say out loud what they are going to write about. Use adjectives and adverbs to add interest to writing. Use suitable spacing between words. Plan, re-read and evaluate their own writing. Begin to join letters and use capital letters correctly. <p>Grammar</p> <ul style="list-style-type: none"> Use past and present tenses correctly. Use sentences with different forms: statement, question, exclamation, command. Use full stops and capital letters correctly and begin to use exclamation marks, question marks and commas for lists <p>Spoken language</p> <ul style="list-style-type: none"> Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings 		<ul style="list-style-type: none"> Develop a wide range of art and design techniques in using colour, Pattern, texture, line shape, form and space Use a range of material creatively to design and make products 		<ul style="list-style-type: none"> Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
Mathematics		Design and Technology		Geography
<p>Number – 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. Write simple fractions for example, $\frac{12}{6} = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p> <p>Measurement: length and height Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare and order lengths, mass, volume/capacity and record the results using >, < and =</p> <p>Position and Direction Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). Order and arrange combinations of mathematical objects in patterns and sequences</p>		<ul style="list-style-type: none"> Explore and use mechanism (e.g. levers, sliders, wheel and axles), in their products Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) Build structures, exploring how they can be made stronger, stiffer and more stable Evaluate their ideas and products against design criteria 		<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas using world maps, atlases and globes 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 Use simple fieldwork and observational skills to study the geography of their school and its grounds Use simple compass directions and directional language to describe features and map routes
Phonics and Spelling	Computing	Physical Education		Science
<ul style="list-style-type: none"> gn, st,-ey, eigh, -ea, -aigh, Adding -ed, -ing, -er, -est, -y in words that double their consonant Eg. Patting, dropped, saddest 	<ul style="list-style-type: none"> Use logical reasoning to predict the behaviour of simple programs Use technology purposefully to create, organise and store, manipulate and retrieve digital content 	<ul style="list-style-type: none"> 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 Participate in team games, developing simple tactics for attacking and defending 		<ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some material can be changed by squashing,
				Jigsaw & Religious Education (Surrey agreed Syllabus)
				<ul style="list-style-type: none"> To know what they need to keep their bodies healthy To begin to understand how medicines work and

		<p style="text-align: center;">Music</p> <ul style="list-style-type: none">• To compose own piece of music using a rhythm grid• To learn the notes A, B and G. To understand pulse and rhythm	<p style="text-align: center;">bending, twisting and stretching</p>	<p style="text-align: center;">how to use them safely</p> <ul style="list-style-type: none">• To sort foods into correct food groups and know how to eat healthily• To suggest why Christians might call Jesus saviour• To discuss how people felt before and after they met Jesus
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Home Learning: Make your own pirate chest. What treasures will you put in it?

Date due: