

## Year 2 Imaginative Learning Project = Engage, Develop, Innovate, Express - The Scented Garden

### English

#### Spelling

- Learn new ways of spelling phonemes for which one or more spellings are already known, learn some words with each spelling including a few common homophones
- Spell more words with contracted forms and the possessive apostrophe (singular)
- Add suffixes to spell longer words e.g. -ment, -ness, -ful, -less, -ly
- Write from memory simple dictated sentences inc the words & punctuation taught so far

#### Handwriting

- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Write cap letters/digits of correct size/orientation/relationship to one another & to lower case letters

#### Composition

- Consider what they are going to write by: *planning/saying what they are going to write about; writing down ideas/key words/new vocab; encapsulating ideas sentence by sentence*

#### Grammar, vocabulary and punctuation

- Learn to use correctly: full stops, capital letters, exclamation/question marks, commas for lists, apostrophe for contracted forms/possessive (singular)
- Learn how to use sentences with different forms: statement, question, exclamation, command
- Learn how to use expanded noun phrases to describe and specify
- Learn to use present/past tenses correctly/consistently inc in the progressive form
- Learn to use subordination using when, if, that, because & co-ordination using or, and, but

### Art and Design

- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Use a range of materials creatively to design and make products.
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

### History

- No history to take place in this topic.

### Mathematics

#### Measurement: 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. Know the number of minutes in an hour and the number of hours in a day. Compare and sequence intervals of time.

#### Measurement: Mass, Capacity and Temperature

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 =

### Design and Technology

- Select from and use a range of tools and equipment to perform practical tasks
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.
- Evaluate their ideas and products against design criteria
- Design purposeful, functional appealing products for themselves and other users based on a design criteria.

### Geography

- 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
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area of a contrasting non-European country.

<p><b>Phonics and Spelling</b></p> <ul style="list-style-type: none"> <li>-our, -or, -ore, -oar, -tch, -ch, -dge</li> <li>-y</li> </ul>	<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul>	<p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Perform dances using simple movement patterns.</li> </ul>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> <li>Observe and describe how seeds and bulbs grow into mature plants</li> <li>Observe closely, using simple equipment</li> <li>Identify and classify</li> <li>Use observations and ideas to suggest answers to questions</li> <li>Gather and record data to help in answering questions</li> </ul>	<p><b>Jigsaw &amp; Religious Education (Surrey agreed Syllabus)</b></p> <ul style="list-style-type: none"> <li>To understand why it is important to share and cooperate</li> <li>To understand which forms of physical contact is acceptable and which is not</li> <li>To identify some of the things which cause conflict</li> <li>To recognise and appreciate people that help me in my family and community</li> <li>To identify some things that Jews learn from the Torah</li> <li>To explain what it means to treat something with respect and suggest why the Torah is valued by Jews.</li> </ul>
		<p><b>Music</b></p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>To learn the notes A, B and C. To understand pulse and rhythm.</li> </ul>		

**Home Learning: Visit a garden centre, florist or plant sale or take a walk in your garden or the local park. Write a short recount about what you saw, including different plants, trees and living things.**

**Date due:**