

Art

Try different activities and make sensible choices about what to do next. Represent things observed, remembered or imagined using coloured tools. He/she is able to make textured collages from a variety of media and by folding, crumpling and tearing materials.

English

Core text: *Life in the Ocean* by Sylvia Earle

Possible support materials: *The Great Explorer* by Chris Judge, newspaper articles from the moon landing.

Writing objectives:

Make simple additions, revisions and corrections to his/her own writing by proof-reading e.g. check for errors in spelling. Grammar and punctuation or add/improve words and phrases independently or following a conversation with a teacher.

Write poetry to develop positive attitudes and stamina for writing.

Write for different purposes to develop positive attitudes and stamina for writing.

Spelling objectives:

Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Spell most common exception words.

Vocabulary, grammar and punctuation:

Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting.

Form nouns and adjectives using suffixes.

Use commas to separate items in a list.

Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required.

History

Describe changes within living memory and aspects of change in national life

Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell I

Year 2 Term 6 Great Explorers

RE/ PSHE

Celebrations

Key Questions

How are special occasions celebrated? (Eid, Holi, Hannukah)

What is it like to share a celebration?

What is a Religious Festival? – the Festival of Hannukah, Eid, Holi

How do religious believers celebrate the meaning of a festival?

What have we learnt about the festivals? What do they have in common? What are their differences?

PE

Striking and fielding/Athletics

- (i) Pupils will experience working with a variety of equipment and to develop individual skills leading to co-operative play.
- (ii) In all games activities, pupils will learn core skills relevant to striking and fielding games, including sending, receiving, batting and bowling & chasing.
- (iii) Pupils will begin to make use of space and start to think about outwitting an opponent.
- (iv) Will begin to watch and describe others' performances, as well as their own.
- (v) To develop an attitude of fair play, sportsmanship and enjoyment while using a set of rules.
- (vi) In this unit pupils will experience running, jumping and throwing activities. (vii) Pupils will accurately replicate running challenges and competitions that require speed and changes in direction.
- (viii) In all athletic based activities, pupils will engage in performing skills and measuring performance.
- (ix) Pupils will develop the ability follow safety procedures and handle equipment correctly.

Science

Apply and Consolidate.

Maths

White Rose – 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.

White Rose – 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 =.

ICT

Understand that programs execute by following precise and unambiguous instructions

Music

- (i) Practise, rehearse and present performances to audiences with a growing awareness of the people watching.
- (ii) Experiment with, create, select and combine sounds using the inter-related dimensions of music.