


**Curriculum Information Sheet Autumn Term 1 2016****Class: Precious Peacocks & Fabulous Flamingos Year 2**

<b>THEMES</b>	This Autumn term is based around the themes of <b>Florence Nightingale (History), African Art(Art) and Animals, including humans (Science).</b>
<b>ENGLISH</b> 	<p>During the term we will be studying various genres.</p> <p><b><u>Narrative</u></b></p> <ul style="list-style-type: none"><li>• <b><u>Stories in familiar settings</u></b></li></ul> <p><b>Final Outcome</b> - An alternative version of a well-known story.</p> <p><b><u>Non-Fiction</u></b></p> <ul style="list-style-type: none"><li>• <b><u>Postcards &amp; letters</u></b></li></ul> <p><b>Final Outcome-</b> A recount written from Florence Nightingale's viewpoint.</p> <ul style="list-style-type: none"><li>• <b><u>Poetry</u></b></li></ul> <p>Songs and repetitive poems We will be continuing focusing on improving our own writing through weekly drafting and editing. Emphasis will continue to be placed on improving children's comprehension skills, particularly inference and deduction. Due to the National Curriculum Changes we will be focusing heavily on spelling, punctuation and grammar (SPAG).</p> <p><b>Speaking, Listening and Responding</b> Children will have opportunities to work in groups of different sizes, independently, in pairs, small groups, large groups and as a whole class. Through discussions children will be encouraged to use both in spoken language and in their writing.</p> <ul style="list-style-type: none"><li>• Speak with clear diction, choose words with precision and organise what they say</li><li>• Adopt the role of different characters</li><li>• Tell real and imagined stories using the conventions of familiar story language</li><li>• Explain ideas and processes using language and gesture appropriately (in Science, in Drama)</li><li>• Discuss similarities and differences between the different stories</li><li>• Analyse Browne's use of language</li><li>• Interpret illustrations</li></ul> <p><b>Reading</b></p> <ul style="list-style-type: none"><li>• To find clues in the text and be able to talk about what children think</li><li>• Identify the features of stories, newspaper articles, poems, letters</li><li>• To infer and explain thoughts using evidence from the text</li><li>• Retrieve information from a text</li></ul> <p>Children will be listening to, sharing and discussing a wide range of books in class with the teacher, other adults and each other through daily literacy lessons, guided reading sessions and individual reading.</p> <p>Pupils will be encouraged to participate actively in discussions of new word meanings so that they can build up a wider range of vocabulary and understand what they hear or read.</p> <p><b>Writing/SPAG</b> Be aware of and use:</p> <ul style="list-style-type: none"><li>• A variety of punctuation: capital letters, full stops, ? ! " ", (in a list) ...</li><li>• Interesting adjectives, adverbs, connectives and the correct tenses in all pieces of writing</li><li>• Neat joined up handwriting</li><li>• All the features of the required genre, for example there must be a beginning, middle and end as well as characters in a story</li><li>• evidence of own point of view</li></ul>
<b>MATHS</b>	<p>Children will develop and apply their knowledge and understanding of number concepts, measures, shape and data, and will develop their calculations and problem-solving skills.</p> <p>National Curriculum attainment targets</p> <p>Pupils should be taught to:</p> <p><b>Number - Number and place value</b></p> <ul style="list-style-type: none"><li>• recognise the place value of each digit in a two-digit number (tens, ones)</li><li>• identify, represent and estimate numbers using different representations, including the number</li></ul>



line

- compare and order numbers from 0 up to 100; use  $<$ ,  $>$  and  $=$  signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems

**Number - Addition and subtraction**

- recall and use addition and subtraction facts to 20 fluently
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

**Geometry - Properties of shapes**

- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- compare and sort common 2-D shapes
- draw lines and shapes using a straight edge \*

**Number - Addition and subtraction**

- 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 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 solve missing number problems

**Measurement (length & height)**

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers
- compare and order lengths and record the results using  $>$ ,  $<$  and  $=$

**Number - Multiplication and division**

- 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
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

**Number - Number and place value**

- count in steps of 2 and 5 from 0, forward and backward

**Geometry - Position and direction**

- order and arrange combinations of mathematical objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement, including movement in a straight line

**Animals, including humans**

**SCIENCE**



We will be learning how animals have offspring that grow into adults and think about how children have changed since they were babies. We will be looking at various life cycles and finding out what animals need to survive. Studying balanced diets and exercise, which help keep humans fit and healthy.

**TOPIC WORK****History****Topic-Florence Nightingale**

In History children will be learning one of Britain's most famous historical figures - Florence Nightingale. They are going to find out about her remarkable life, about her youth, her famous voyage to Scutari and the work she did there, as well as the work she did in her later years to improve nursing and hospital care.

**Art Topic -African art**

In this unit children are going to learn how to create African patterns, explore the Maasai culture and their amazing homemade jewellery, and teach children how to make and decorate tribal masks and water jars, admire the beautiful African sunsets and so much more! Children are going to explore various colours and patterns of the African landscape and native tribes with this unit 'African Art'.

**Computing- Programming & E Safety****E Safety**

- Identify obviously false information in a variety of contexts.
- Recognise that a variety of devices (XBox, PSP etc as well as computers and phones) connect users with other people.
- Identify personal information that should be kept private.
- Consider other people's feelings on the internet.

**Programming****Unit 1: Daisy Dino**

- Use the 'repeat' command within a series of instructions.
- Plan a short 'story' for a sprite and write the commands for this.
- Edit/refine a sequence of commands

**Philosophy Religion and Ethics education****Focus: Empathy**

In this unit, children will learn to identify different feelings, recognizing the nature and physical features of positive and negative feelings (knowing how a feeling feels). Through the use of engaging drama and arts activities and with the use of stories from religious texts, they should be guided into recognizing sensual stimuli and other situations that give rise to different feelings.

**MUSIC**

We are working with a specialist recorder teacher to develop our musical skills.

**SANSKRIT**

- Revision of vowel sounds and written vowels
- Learn the first 4 consonants
- Basic Conversation & questions
- Versus 1-3 Bhagavad Gita

**HEALTH & WELLBEING****Physical Education**

We will be developing our team building skills. In this unit children activities that encourage them to work together. They will be asked to work as a team to solve problem and complete tasks.

**Meditation**

Meditation is practiced in the morning and half way through the day to reflect on learning.

**Yoga**

In Yoga the children of Year 2 learn the postures/aasnas: Trikonasana (triangle), Utkatasana (chair pose), Naukasana (boat) and Paschimotanasa (sitting hand to feet pose). along with this they will practise sun salutations which have 10 postures in total.

**Event**

**African artist workshop in the school- To celebrate diversity in the community and also to integrate our art topic -African Arts.**

Thank you

Mrs Kapoor & Miss Younus