

Streets Ahead!

(Local Area Study)

Year 2: Spring Term

Maths

Measurement: Length and height, money, Multiplication and Division (2, 3, 5, 10 and 4 times tables), fractions, properties of shape, statistics

English: Reading

Developing comprehension skills when answering written questions about a text/ performance poetry

Key Class Texts:

10 Ways I can Help my World- Melanie Walsh

The Journey Home- Frann Preston-Gannon

Trips & Visits

Walkabout- Town centre (Spennymoor)

Outdoor Education- Woodland and coastal habitats

Local habitats

Bowes Museum

English: Writing

Stories with familiar relationships and personal recounts,

Non-fiction writing- adverts and leaflets and explanation texts

Poetry- Shape poems

Grammar Focus: Embedding commas in lists and apostrophes

Using coordinating and subordinating conjunctions

Recognising past and present tense, including the progressive forms

Knowing the suffixes: -er, -est, -ly, -ful, -less, -ment, -ness

Geography

Using aerial views, maps and plan perspectives to study to geography of our local area,

Identifying human and physical geographical features,

Describing the location of features and routes on a map,

Using simple compass directions (NSEW)

Article 7: Every child has the right to a name and nationality (belonging to our community)

History

Use a range of historical sources to generate questions about our town in the past,

Sequence artefacts to create timelines, and describe similarities and differences between home life, school and work in the past and present.

Discuss the effectiveness of historical sources and identify different ways to represent the past.

Art/Design & Technology

Designing a Miner's Banner to represent our local area, using simple running stitch and applique techniques (sewing project)

Music

Charanga/Music World units:

1: Hands, Feet, Heart- Music from South Africa

2: I Wanna Play in a Band- Music style- Rock

Learn the terms pitch, dynamics, duration, rhythm, beat, pulse, rest and the names of a range of instruments.

Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

SMSC

Looking at current affairs and global awareness/

Learning about Rights (United Nations Convention on the Rights of the Child), working towards our Rights Respecting Gold Award:

(Article 1: All children under 18 have these rights, Article 13: Children have the right to say what they think and have their views taken seriously)

RE

*What can we learn from the story of St. Cuthbert?

*How do Christians celebrate Easter?

Article 14: Every child has the right to think and believe what they want and practise their religion, as long as they do not stop others from enjoying their rights.

PE

Dance/

Outdoor Education- RATS Team

Article 29: Education must develop every child's personality, talents and abilities. It must encourage respect for the environment.

Science

Habitats- Identify that most living things have a habitat to which they are suited, explore and compare the differences between things that are living, dead or have never been alive

Article 29: Education should encourage respect for the environment

Materials- Identify a range of materials and consider their suitability, understand that the shape of some solid objects can be changed by bending, squashing, squeezing and stretching.

Computing

understand what algorithms are; how they are implemented on digital devices; and that programs execute by following precise and unambiguous instructions, Create and debug simple programs, Use logical reasoning to predict the behaviour of simple programs