

Our learning journey this half term is based around the children's interests, within a broad theme of...

# Journeys

## Maths

The children's fluency, reasoning and problem solving skills will be developed in the following areas:

### Money

- To recognise and use the symbols for pounds (£) and pence (p)
- To combine amounts to make a particular value
- To find different combinations of coins that equal the same amounts of money
- To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

### Measure (Length/Height/Weight/ Mass)

- To 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 =

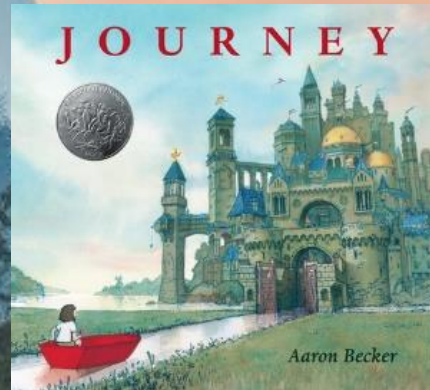
## RSHE 'Healthy Me'

- To know how to keep myself healthy
- To know what foods to eat to keep me healthy and give my body energy.
- To know what relaxed means and know some things that make me feel relaxed or stressed.
- To understand how medicines, work in my body and how important it is to use them safely.
- To know how to sort foods into the correct food groups and know which foods my body needs every day to keep me healthy.
- To make some healthy snacks and explain why they are good for my body.

"Every turn I take. Every trail I track. Every path I make; every road leads back. To the place I know, where I want to go, where I long to be. See the light as it shines on the sea, it calls me. And no one knows how far I'll go."

## Core Text

Journey – Aaron Becker



## Important things to note this term...

- Trip to Butcher's Wood – Thursday 29<sup>th</sup> February
- World Book Day – Thursday 7<sup>th</sup> March

## Communication & Language

### Speaking and Listening

- To give an opinion with a reason and listen to others' opinions.

### Reading

- To know that there are different kinds of stories.
- To recognise key ideas in a text.
- To make predictions about possible events.
- To use prior knowledge and reading experiences to understand texts.
- To ask questions to clarify understanding.
- To find favourite words and phrases and talk about them.
- To retell stories with the key events.
- To talk about the meaning of different poems.

### Composition

- To understand that there are different purposes for writing.
- To decide on the purpose of the writing and talk about ideas for writing.
- To understand that different language is needed for different types of writing.
- To use a modelled or suggested planning format to map out ideas for writing.
- To draw on experiences from reading to support writing.
- To annotate plan with key language.
- To understand that writing, particularly non-narrative, needs organising into sections of related ideas.
- To begin to group related ideas into sections.
- To evaluate effectiveness of writing.
- To make changes following suggestions or with support.

### Grammar and Vocabulary

- To check that the tense in own writing is consistent.
- To choose effective adjectives to expand nouns and select the most effective.
- To use noun phrases in own writing to add detail.
- To evaluate the effectiveness of noun phrases used in own writing.
- To know when to use and use different sentence types in writing.
- To evaluate whether sentences are used appropriately.
- To use learned conjunctions in own writing.



## Understanding of the World

### RE (Beginnings and Endings)

- To discuss how and why beginnings and endings can be marked in different ways.
- To explore how Sikhs celebrate New Year.
- To discuss how names are used and given in Sikhism.
- To discuss how Christians mark the beginning of their journey of faith.
- To explore the links between new life and the Christian story of Easter.
- To apply what I have learnt about religious beliefs to my own beginning or ending ceremony.

### Computing

- Explain what rows and columns are
- Open, save and edit a spreadsheet
- Add images from the image toolbox
- Add the count tool, to count items
- Explore the capabilities of a spreadsheet in adding up coins to match the prices of objects
- Add and edit data in a table layout
- Use the data to manually create a block graph

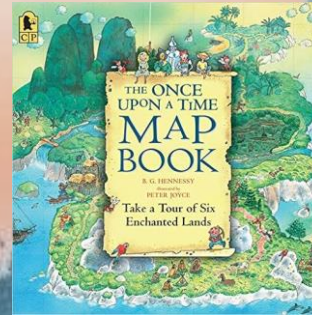
### Geography

- Explain what human and physical features are
- Identify human and physical features within the local area (Hassocks)
- Create a simple map of their local area
- Partake in fieldwork to locate human and physical features within their local area
- Discuss how to improve their local area using data from a survey

## Phonics and Spelling

We are continuing with our Little Wandle Letters and Sounds Revised Spelling programme.

We will be continuing to send out weekly spellings for your child linked to the Year 2 Common Exception Words.



## Expressive Art and Design

### Art – Printmaking

- To explore the work of Bianca Tschakner.
- To practise mono-printing using acetate.
- To design a print inspired by Bianca Tschakner.
- To create a mono-print.
- To overlap my print using a contrasting colour.

### Music

- To learn about different types of orchestral instruments.
- To understand how music can tell a story.
- To understand key vocabulary including: tempo, timbre, dynamics, woodwind, strings, percussion and brass.

Vocabulary:

