**UNIT OF INQUIRY 1**

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|  | **Central Idea**  Our everyday choices affect our wellbeing.  **Key Concepts**  Responsibility  Causation  **Related Concepts**  Health  Routines  Choices  Consequences  Wellbeing | **Lines of Inquiry**  Choices we make everyday  Physical and mental wellbeing  Consequences of choices  **Key Vocabulary**  Healthy , informed , food groups, vitamins, routine, daily, design, exercise, lifestyle, diet |

**UNIT OF INQUIRY 2**

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|  | **Central Idea**  We have a responsibility towards sustaining our local environment.  **Key Concepts**  Responsibility  Connection  **Related concepts**  Interdependence  Environment  Sustainability | **Lines of Inquiry**  Our local natural environment  Personal choices that help sustain the environment  Reduce, reuse, recycle  **Key Vocabulary**  reduce, reuse, recycle, materials, environmental, responsibility, practices, local, maintain, natural, habitats |

**LANGUAGE**

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|  | **Reading**  **Non-Fiction:**  Exploring health books, advertisements, menus, brochures/leaflets during whole class and guided reading sessions. Identify features of nonfiction.  **Fiction:**  Exploring story structure using familiar texts  Order a familiar story using story language  Discussing characters within a story, able to create character profiles  Strategies: Predicting, Self-questioning  **Phonics, Spelling and Vocabulary**  Phonics:  Letters and Sounds phases 2 to 6 (as appropriate) - Year 2 focus on revision of phase 5 and teaching of phase 6 - reading and writing phase 5 and 6 sounds  Learning to read and spell high frequency words from phases 5 and 6 | **Writing**  **Non-Fiction**  Poetry: Shape poems  Writing sets of instructions (sequencing using first, then, next, finally)  Writing information leaflets about healthy lifestyles  Persuasive writing: Creating leaflets and posters to promote healthy lifestyles  **Fiction:**  Writing poetry to entertain - acrostic and rhyming poems linked to the environment  **Grammar and punctuation**  Consistently using capital letters and full stops in sentences  Understanding and using imperative verbs in instructional writing  Using question words and question marks in writing  Endings: -ed, -ing  Adjectives  Rhyming words |

**MATHS**

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|  | **Stand alone Maths**  **Number:**  Place Value: Model numbers to hundreds or beyond using the base 10 place value system.Estimate quantities to 100 or beyond. Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.  **Addition and Subtraction:**  Add and subtract numbers using concrete objects, pictorial representations and mentally, including: a two-digit number and ones, a two-digit number and tens. Develop strategies for memorising addition and subtraction number facts. | **Integrated Maths**  **Shape and Space:**  **Symmetry:** Understand that there are relationships among and between 2D and 3D shapes.  **Tessellation**: Understand that 2D and 3D shapes can be created by putting together and/or taking apart other shapes.  Understand that examples of symmetry and transformations can be found in their immediate environment.  **Measurement**  Money: Find different combinations of coins that equal the same amounts of money.  Time: Compare and sequence intervals of time.Know the number of minutes in an hour and the number of hours in a day.  Estimating and measuring: Estimate and measure objects using standard units of measurement:  **Data handling**  Concept of chance in daily lives: Understand the concept of chance in daily events (impossible, less likely, maybe, most likely, certain).  **Shape and Space**  Directions: Understand that directions can be used to describe pathways, regions, positions and boundaries of their immediate environment.  **Data handling:**  Understand that information about themselves and their surroundings can be collected and recorded in pictograms, tally charts. |

**ICT**

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|  | **Integrated ICT:**  **Investigating**:  Use the internet to answer a question.  **Organising**:  Create files and save them with a meaningful title (e.g. files in Pages)  **Collaborating:**  Share iPads to research/use app and take turns on IWB to play games or use website  **Investigating**:  Talk about the usefulness of information/datA  **Creating**  Create a document with text and images.  **Organising**:  Find saved files | **Stand Alone ICT:**  **A responsible digital citizen:**  Use IT equipment responsibly and assist others  Keep passwords private and not use anyone else’s password. |

**ART**

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|  | **Drawing and sketching**  Concentrating on observational drawing.  Fruits and vegetables.  Detailed observation looking at shape, outline, patterns and structure.  How to draw what you see? Looking at the artist: Cezanne | **Printing**  Technique and skills of printing an image.  Using recycled materials to create a piece of art.  Printing using polystyrene, string, junk materials. |

**FRENCH**

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|  | Greetings - Ask and respond  Bonjour, Salut, Ca va.  Introduce Family and friends  Verbs for movement  Counting to 20 and beyond  Make own spoon puppets - give French names - role play. | Nouns for foods and drink  Expressing likes and dislikes about food.  J’aime/je n’aime pas….  List food and drink sain/pas sain  Colours - ‘Le citron n’est pas rouge’  Writing colour phrases  Games and Christmas Songs |

**MUSIC**

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|  | **Integrated Music**  T1A: Music classroom routines: how should we use the music classroom as a shared space during or out of music lessons?  Developing habits and attitudes towards the proper use of instruments, safe use of electrical instruments and amps; the use of headphones for non-music class purposes.  T1B: Sing recycle songs. Attempt to create a recycle song using the worlds from the unit’s vocabulary. | **Stand alone**  Singing: songs from Red riding Hood series: contrasting jumpy, fast rhythms of the words in the verses with words with with slower rhythms  Instruments: revising rhythm skills: tempo, beat, keeping in time and long/short.  First steps in ocarina: play 2-3 notes with various lengths: eighth, quarter and half notes, as well as half rests.  Preparations for the Winter Show. |

**PE**

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|  | **Movement Composition**  Students will continue to develop throwing, catching, bouncing and kicking skills. They will begin to apply these sport-specific skills to modified games of basketball, football and netball. Learning to work as part of a team will be an important aspect in Year 2 PE. | **Health- Related Fitness**  Students will participate in a range of running and relay activities to develop their speed, endurance and agility. Through these activities, they will continue to develop a better understanding of how our body changes during exercise. Students will participate in circuit training, with a focus on learning to work independently in PE. |