**UNIT OF INQUIRY 1**

|  |  |  |
| --- | --- | --- |
|  | **Central Idea**Our everyday choices affect our wellbeing. **Key Concepts**ResponsibilityCausation**Related Concepts**HealthRoutinesChoicesConsequencesWellbeing | **Lines of Inquiry**Choices we make everydayPhysical and mental wellbeingConsequences of choices**Key Vocabulary**Healthy , informed , food groups, vitamins, routine, daily, design, exercise, lifestyle, diet |

**UNIT OF INQUIRY 2**

|  |  |  |
| --- | --- | --- |
|  | **Central Idea**We have a responsibility towards sustaining our local environment.**Key Concepts**ResponsibilityConnection**Related concepts**InterdependenceEnvironmentSustainability | **Lines of Inquiry**Our local natural environmentPersonal choices that help sustain the environmentReduce, reuse, recycle**Key Vocabulary**reduce, reuse, recycle, materials, environmental, responsibility, practices, local, maintain, natural, habitats |

**LANGUAGE**

|  |  |  |
| --- | --- | --- |
|  | **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 textsOrder 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 soundsLearning to read and spell high frequency words from phases 5 and 6 | **Writing****Non-Fiction**Poetry: Shape poemsWriting sets of instructions (sequencing using first, then, next, finally)Writing information leaflets about healthy lifestylesPersuasive 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 sentencesUnderstanding and using imperative verbs in instructional writing Using question words and question marks in writingEndings: -ed, -ingAdjectivesRhyming words |

**MATHS**

|  |  |  |
| --- | --- | --- |
|  | **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**

|  |  |  |
| --- | --- | --- |
|  | **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 othersKeep passwords private and not use anyone else’s password. |

 **ART**

|  |  |  |
| --- | --- | --- |
|  | **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**

|  |  |  |
| --- | --- | --- |
|  | Greetings - Ask and respondBonjour, Salut, Ca va.Introduce Family and friendsVerbs for movementCounting to 20 and beyondMake own spoon puppets - give French names - role play. | Nouns for foods and drinkExpressing likes and dislikes about food. J’aime/je n’aime pas…. List food and drink sain/pas sainColours - ‘Le citron n’est pas rouge’Writing colour phrasesGames and Christmas Songs |

**MUSIC**

|  |  |  |
| --- | --- | --- |
|  | **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 rhythmsInstruments: 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**

|  |  |  |
| --- | --- | --- |
|  | **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. |