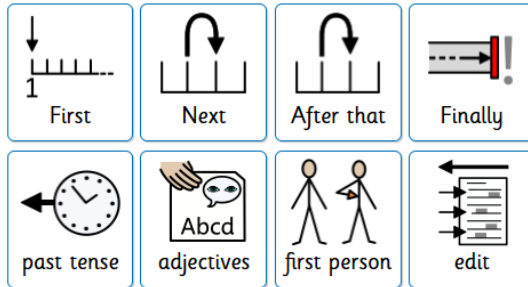


English: Recounts

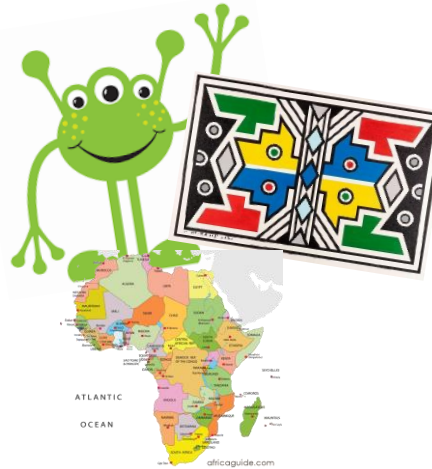
- I can use time openers (fronted adverbials) to start a sentence. E.g. First, After that, Finally.
- I can use past tense verbs to write about what has already happened.
- I can use adjectives to help the reader picture what has happened.
- I can write in the first person.
- I can review and edit my writing and judge if my readers would find it interesting or exciting.
- I can spell words that contain the spellings rules I have been taught correctly.



Year 2, Term 6

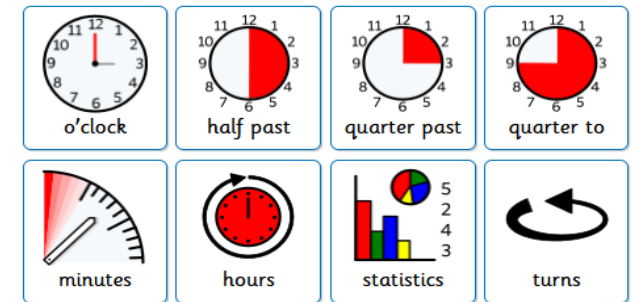
What makes Africa amazing?

English text: Zig's Diary



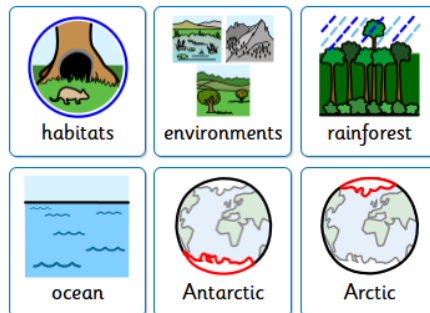
Maths: time, statistics, position and direction

- I can tell the time using o'clock, half past, quarter past and quarter to.
- I can tell the time to 5 minutes.
- I know how many minutes are in an hour and how many hours are in a day.
- I can make tally charts.
- I can understand tables, block diagrams and pictograms.
- I can describe movement and turns.
- I can understand shape patterns with turns.
- I can consolidate my maths learning.



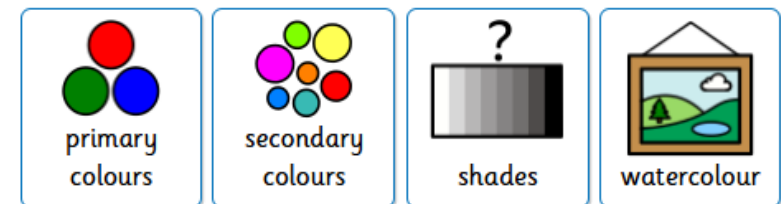
Science: Living things and their habitats around the world

- I know about habitats.
- I know that environments are constantly changing.
- I can explore the rainforest and its problems.
- I can describe life in the ocean.
- I can describe the Antarctic and Arctic.
- I can create a model of a habitat.



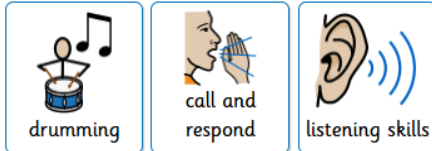
Art

- I can describe the colours, types of lines, shapes, textures, form, and space used by artists, craft makers or designers.
- I can recognise and name primary and secondary colours.
- I can mix paint to create secondary colours with a growing level of confidence.
- I can purposely create tints and shades of colours by adding white or black.
- I understand how colour is used purposefully in African artwork.
- I can explore the effect of adding varying amounts of water to watercolour paints.
- I can observe and recreate artwork by Martin Bulinya.
- I can make a personal response to artwork by Martin Bulinya.



Music: African Drumming

- I can sing songs linked to a theme or topic and use these to expand my knowledge.
- I can call and respond to a piece of music.
- I can learn specific West African drumming techniques.
- I can learn a traditional piece of djembe drumming.
- I can develop my listening skills when listening to a piece of music.
- I can develop my assemble playing.



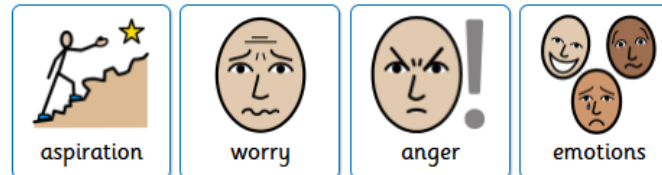
Computing: Creating Pictures

- I can explore 2Paint a picture.
- I can recreate impressionism using 2Paint a picture.
- I can recreate the work of Seurat using the pointillism template.
- I can recreate the work of Piet Mondrian using the lines template.
- I can recreate the work of William Morris using the patterns template.
- I can use eCollage on 2paint a picture.



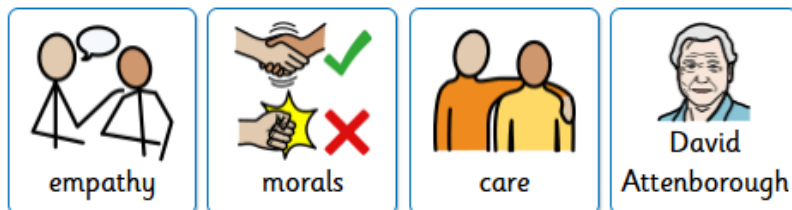
RSE: Feelings and Emotions

- School core value: aspiration
- Worry and Anger
- Transition to Year 3



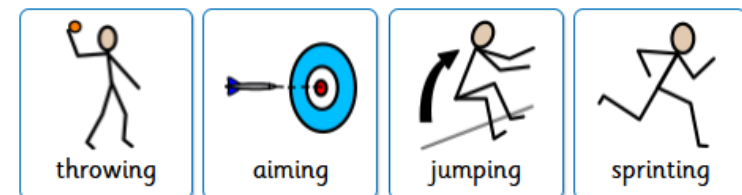
RE

- I can understand and show empathy.
- I can say what I think is right and wrong.
- I can encourage people to care for the world.
- I can show that I care for animals.
- I can discuss a famous person who teaches us to care for the world.



PE: Target Games/Athletics

- I can aim and strike at a target using an overarm or underarm throw.
- I can develop hitting a moving target.
- I can show improvement in my personal best.
- I can develop the sprinting action.
- I can develop jumping for distance/height.
- I can develop throwing for distance/accuracy.





Lesson Sequence



1. Learn about habitats



2. Appreciate that environments are constantly changing



3. Explore the rainforest and its problems



4. Describe life in the ocean



5. Discover the Arctic and Antarctic habitat



6. Create a model of a habitat

Habitats

- A habitat is a place where organisms live.
- A microhabitat is a small area within a habitat which differs somehow from the surrounding habitat.

How habitats change

- Cutting down forests
- Polluting land and water
- Taking away resources

If a habitat changes too much, it can cause the animals that live there to become endangered or extinct.

The rainforests

Rainforests are rich in biodiversity. They contain lots of helpful resources to help us make food, clothes and medicine. It is important to protect the rainforests.

Examples of habitats



desert



rainforest



ocean



wetlands

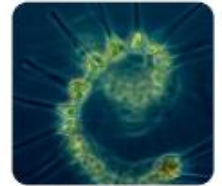
The Arctic and Antarctic

- Tundra ecosystems are treeless regions found in the Arctic.
- Polar animals – like polar bears – have adapted by having thick fur or feathers.
- Polar bears, narwhals, caribou, seabirds and indigenous peoples live in the Arctic.

Ocean life



coral reef



plankton



stingray



turtle

These are the common exception words (red words) that year 2 children should be able to read and write by the end of the year.

Year 2 Common Exception Words

after
again
any
bath
beautiful
because
behind
both
break
busy
child
children
Christmas

class
climb
clothes
could
cold
door
even
every
everybody
eye
fast
father
find

floor
gold
grass
great
half
hold
hour
improve
kind
last
many
mind
money

most
move
Mr
Mrs
old
only
parents
pass
past
path
people
plant
poor

pretty
prove
should
steak
sugar
sure
told
water
whole
who
wild
would