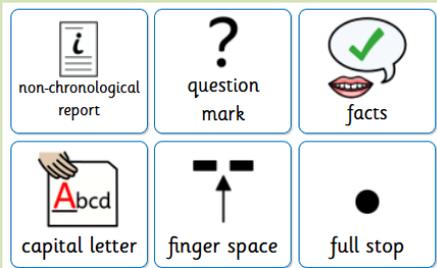


## English: non-chronological reports

- I know what a non-chronological report is.
- I can introduce the reader to a topic with a simple sentence.
- I can explain how many or how often using 'some', 'usually' and 'a few'.
- I can surprise the reader with an interesting fact.
- I can use conjunctions to extend my sentences. (which, because, when, where)
- I can hook the reader with a question and use a question mark.
- I can use a capital letter, finger spaces and full stops.
- I can apply the spelling rules that I have been taught in my every day writing.



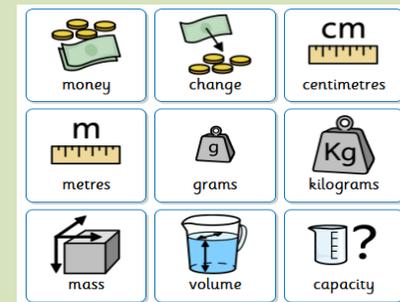
## Year 2, Term 4

### Can a capuchin monkey live in the Antarctic? English text: Capuchin Monkeys



## Maths: money and measure

- I can count money in pence and pounds.
- I can choose the right amount of notes and coins.
- I can make amounts.
- I can find change.
- I can measure in centimetres and metres.
- I can compare lengths and heights.
- I can compare mass.
- I can measure in grams and kilograms.
- I can measure in millilitres and litres.
- I can compare volume and capacity.



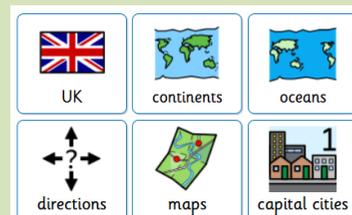
## Science: living things and their habitats

- I can compare the difference between things that are living, dead and never alive.
- I can identify and name a variety of plants and animals in microhabitats.
- I can design a suitable microhabitat where living things could survive.
- I can find out what animals eat to survive in their habitats.
- I can understand food chains.
- I can understand the journey food makes from the farm to the supermarket.



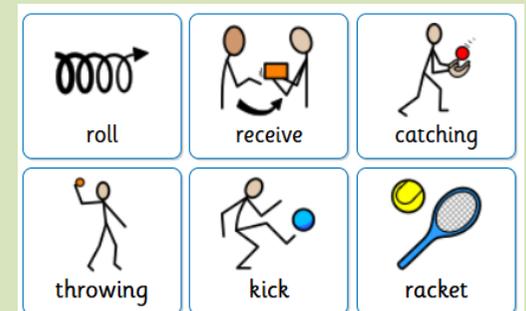
## Geography: UK, countries, continents, oceans, directions, maps

- I can name and locate the world's seven continents and five oceans.
- I can name, locate and identify characteristics of the four countries and capital cities of the UK.
- I can use simple compass directions when looking at an aerial map.
- I can use and create maps.



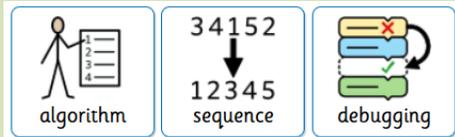
## PE: sending and receiving

- I can roll a ball towards a target.
- I can track and receive a rolling ball.
- I can send and receive a ball with my feet.
- I can develop catching skills.
- I can develop throwing and catching skills.
- I can send and receive a ball using a racket.



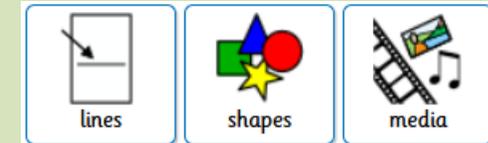
## Computing: coding

- I can create a computer program using an algorithm.
- I can understand ways that the collision detection event can be used in a program.
- I can design a program that follows a timed sequence.
- I can understand that different objects have different attributes (properties).
- I can understand the function of button objects in a program.
- I can understand the importance of testing and debugging.



## Art

- I can describe the colours, types of lines, shapes, textures, form, and space used by artists, craft makers or designers.
- I can draw lines and shapes to accurately represent objects observed, remembered, or imagined.
- I can combine media to create desired effects in my work.
- I can create a personal response to Darwin's art.



## RSE: our world

- I can explore the human cycle and how our families are special and unique.
- I can explore how humans can help take care of living things both inside and outside of the home.
- I can explore why humans need money and the ways in which money can be used and received.
- I can explore ways in which we can help look after protect our planets.



## Music: carnival of the animals

- I can listen to music and identify the instruments.
- I can show the character of the music through movement and drawing.
- I can identify how the choices of instrument create character.
- I can identify how the composer uses rhythm and articulation to create character.



## RE: how & why do we celebrate special and sacred times

- I can talk about what I celebrate.
- I can talk about what Christians believe about Easter.
- I can talk about why Jewish people tell the story of Passover.
- I can talk about how Muslims celebrate Eid-ul-Fitr.



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



### Lesson Sequence



1. Compare the differences between things that are living, dead, and things which have never been alive



2. Identify and name a variety of plants and animals in a microhabitat



3. Design a suitable microhabitat where living things could survive



4. Find out what animals eat to survive in their habitat



5. Understand food chains



6. Understand the journey food makes from the farm to the supermarket

### Food Chain

The grass is eaten by the rabbit.



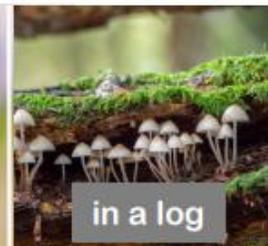
The rabbit is eaten by the fox.



### Microhabitats



in a flower



in a log



under a leaf



under a log

### Dead or Alive

living			All <b>living things</b> breathe, eat, grow, move, reproduce and have senses.
dead			Something that was once a living thing.
non-living			Something that has never been alive.

### Habitats



woodland



farmland



pond



coastal



desert



mountain