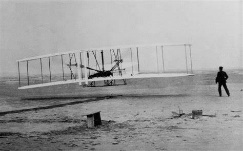


**Transport- History of Flight**



English

**This half term child will be looking at:**

* Fiction: I am Amelia Earhart-Story of a girl who was the first woman to fly over the Atlantic Ocean
* Non-fiction: Information text about types of transport

For more details, see attached English Medium Term Plan.

**Objectives**

Write simple, coherent narratives about personal experiences and those of others (real or fictional)

Write about real events, recording these simply and clearly

Demarcate most sentences in their writing with capital letters and full stops, and use  question marks correctly when required

Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses

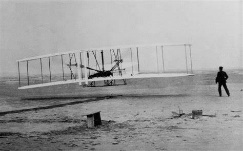
Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others

Form capital letters and digits of the correct size orientation and relationship to one another and to lower-case letters

Use present and past tense mostly correctly and consistently

Use expanded noun phrases for description

Use spacing between words that reflects the size of the letters



**Spellings**

Essential Letters and Sounds Spellings

The sound /l/ spelt with ‘-le’ at the end of words

The sound /l/ spelt with ‘-el’ at the end of words

The sound /l/ spelt with ‘-il’ and ‘-al’ at the end of words

The sound /igh/ spelt with ‘-y’ at the end of words ending in -y

Contractions

Common Exception Words: find\* mind\* behind\* old\* cold\* gold\* hold\* told\* every\*everybody\*

The sound /j/ often spelt with g before e, i and y.

**Maths- Geometry 2D shapes**

**Objectives:**

- To identify the number of sides on basic 2D shapes

- To identify and count the vertices in a polygon

- To identify lines of symmetry in 2D shapes

- To sort 2D shapes based on their properties

- To draw basic shapes on a grid

- To recognise repeated patterns by shape, size or orientation

- To be able to describe rotation using vocabulary such as 'quarter turn', 'half turn' and 'three-quarter turn'. To be able to describe direction using vocabulary such as 'clockwise' and 'anticlockwise

**Measurement: Money**

**Objectives:**

-To be able to identify pounds (£) and pence (p) and their respective symbols

-To be able to count money in notes and use the symbol for pounds

-To be able to find different combinations of coins that equal the same amount of money

RE-**Christianity - Jesus as a gift from God**

This term children will try to answer the very important question of why do Christians believe God gave Jesus to the world?

**Objectives:**

To say how I could help solve a problem by showing love.

To remember the Christmas story and start to explain that Christians believe Jesus was a gift from God.

To tell why Christians think God gave Jesus to the world.

Geography – Continents

This term, children will learn about continents and oceans in the context of the history of flight.

**National Curriculum**

**Locational knowledge**

Name and locate the world’s seven continents and five oceans

**Geographical skills** **and fieldwork**

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

**Human and physical geography**

use basic geographical vocabulary to refer to:

Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

**Skills**

Children encouraged to ask simple geographical questions; Where is it? What's it like?

Use NF books, stories, maps, pictures/photos and internet as sources of information.

Make simple comparisons between features of different places.

Use an infant atlas to locate places.

Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)

Find land/sea on globe.

Use teacher drawn base maps.

Use large scale OS maps.

**Science – Animals including humans**

**Plants**

This term, children will be identifying basic needs for survival of animals and humans, importance of healthy diet and exercise. They will also find out about the relationship between adult animal and their offspring.

Pupils will also learn about plants.

National Curriculum:

Pupils should be taught to:

To notice that animals, including humans, have offspring which grow into adults

To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

To observe and describe how seeds and bulbs grow into mature plants

To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

**Skills:**

Understand that animals, including humans, have offspring which grow into adults

Describe the basic needs of animals, including humans, for survival (water, food and air)

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Observe and describe how seeds and bulbs grow into mature plants.

Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Plants

Observe and describe how seeds and bulbs grow into mature plants.

Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

Plants

Pupils should be taught to:

To observe and describe how seeds and bulbs grow into mature plants

To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

**Design and Technology**

This term, children will design and make their own kites.

In nutrition, pupils will prepare a light and notorious meal appropriate for a pilot.

**National Curriculum:** When designing and making, pupils should be taught to:

Design purposeful, functional, appealing products for themselves and other users based on design criteria

Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Explore and evaluate a range of existing products

Evaluate their ideas and products against design criteria Technical knowledge

Build structures, exploring how they can be made stronger, stiffer and more stable

Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

To use the basic principles of a healthy and varied diet to prepare dishes

To understand where food comes from

Skills:

Develop their design ideas through discussion, observation, drawing and modelling

Identify a purpose for what they intend to design and make

Identify simple design criteria

Make simple drawings and label parts

Begin to select tools and materials; use vocab' to name and describe them

Measure, cut and score with some accuracy

Use hand tools safely and appropriately

Assemble, join and combine materials in order to make a product

Evaluate against their design criteria

Evaluate their products as they are developed, identifying strengths and possible changes they might make

Talk about their ideas, saying what they like and dislike about them

Follow safe procedures for food safety and hygiene

Choose and use appropriate finishing techniques

**PSHCE**

**Happy Mind**

**Meet Your Brain-** In this chapter children will learn all about their brains and how they help them.

Students will also meet the Team H-A-P and learn about how it helps them be at their best.

- To learn what our brain looks like and how it helps us.

- To learn that the brain has 3 parts

- To learn how our brains grow.

-To learn what Neuroplasticity is.

- To learn how Team H-A-P helps us be our best self

- To learn about how Happy Breathing helps us.

- To learn that our brain reacts differently indifferent situations

**The Story Project- Ravi's Roar, by Tom Percival**

In class, we will work with the above story, meeting Ravi who is in rage. We will learn about how he is learning to manage it and his other emotions.

I can explain that it is ok to feel all emotions

I can explain why it is important to reflect on how I manage my emotions

I can tell you what strategies help me to calm down

I can tell you what is fair/unfair, right/wrong and kind/unkind

I can tell you why it is good that people are different.

**Computing-** Information Literacy

In Autumn 2, children will be looking at Information Literacy and e-Safety.

This means that children will find out how to stay safe on-line and they will use this knowledge to safely explore internet (Chrom browser). Pupils will identify information through a range of appropriate forms of media. Children will also recognise the layout of a web page and interact with it appropriately. As a result, year 2 pupils will search for information using child friendly search engines.

**National Curriculum:**

Use technology purposefully to create, organise, store, manipulate, and retrieve digital content

Recognise common uses of information technology beyond school

Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

**Skills:**

To recognise the uses and features of information technology

To identify the uses of information technology in the school

To identify information technology beyond school

To explain how information technology helps us

To explain how to use information technology safely

To recognise that choices are made when using information technology

Places to visit

-Trip to the Cinema

-York Air Museum

**PE-** Gymnastics.

National Curriculum:

Pupils will develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Children will aster basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

**Skills:**

-To perform with some control and consistency, basic actions at different speeds and on different levels

-To explain the differences between types of balance such as point and patch -To create and perform a simple sequence

To perform using recognised start and finish shapes -To explore and practice transitions between elements

To demonstrate flexibility in actions -To use power in jumps and flight

To reflect on their own performances and identify their strongest action/skill

To work well with others to help improve each others’ sequences/movements

Head

Children will observe peers’ performances and identify when various skills have been used.

Hand

Children will experiment with controlled and uncontrolled movements and explain which is best when performing.

Children will learn movements through copying and then adapt them to include apparatus and transitions between elements.

Children will explore sequences with unlike actions.

Children will use recognised start and finish shapes showing their routine has a start, middle and end.

Children will explore a greater range of movements for each of the basic skills.

Children will explore twisting, spinning and turning actions and add them to their sequences.

Heart

Children will suggest actions that can improve their peers’ sequences.

Children will record their performance and identify their strongest skill, where they can improve and where they have been consistent.