



Our Half Termly Learning Journey

Year Group: Year 2

Term and Year: Spring 1 2024

Cycle: A

Big Question	Other questions	Links to Bolney/21 st C	Key Vocab	Edshed film units	Whole Class Reading Text	Key figures
<p>Did you need an umbrella on the way to school?</p>	<p>How did Jack's beanstalk get so tall? Should I wear a coat in the desert? Does It Rain Everywhere at the Same Time? Do penguins and polar bears play together? Is water a shape shifter? Could it snow in August? What happens when water meets fire?</p>	<p>How our weather is different to a village in Scotland or a village in Asia</p>	<p>fire wind earth water rain snow element change sun hot scorching cold freezing temperature nature cycle experiment data enquiry dry cloudy foggy thunder lightning hail rainbow country climate environment</p>	<p>Partly Cloudy</p>	<p>Pablo And Splash by Sheena Dempsey</p>	<p>Emilia Earhart, Wright brothers</p>



Links to Bolney characteristics	Project overview	Hook/Wow Starter	Project Outcome/Fantastic Finish	Links to Interplay lands	Driver Subjects (Part of project and discrete) English, maths, science, RE, PE, French and RHE plus:	Other Core Texts	Visits / Visitors
Creative Thinkers Achievers - science experiments	The Elements	Elements superhero writing unit	Water experiment	Element focused section of big interplay land Small interplay land of each element, to engage in poetry unit 'if I could control the weather'	STEM/Geography	Once upon a raindrop Here we are After the storm	Gatwick STEM centre



As writers we will...	As mathematicians we will...	As geographers we will...	As musicians we will...	In RE we will...
<p><u>Year 1 Key skills (writing):</u></p> <ul style="list-style-type: none"> ❖ Oral rehearsal ❖ nouns, verbs, adjectives, adverbs ❖ Spelling common exception words ❖ Correct sentence structure ❖ Conjunctions 	<p>Year 1: Addition and subtraction, Place value (within 50)</p>	<p>Uses a camera/photos</p>	<p>Identify texture– one sound or several sounds? Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). Listen for different types of sounds. Know how sounds are made and changed. Make sounds with a slight difference, with help.</p>	<p>identify what they find interesting and puzzling in life identify aspects of own experience and feelings, in religious material studied</p>
As readers we will...	As designers we will...	As artists we will...	As historians we will...	As linguists we will...
<p>Read daily Answer VIPERS questions Class book – Max and the Millions</p>	<p>N/A</p>	<p>Colour on a large scale. Layering, spreading and applying (as for a background) using thick brushes or sponge brushes for effect Create art work from imagination, experiences or observation Collage using a wide variety of media Cut, glue and trim with care to represent an idea</p>	<p>N/A</p>	<p>Learn new words and pronunciation through engaging topic lessons Use our ‘wow’ word in our writing</p>
As speakers and listeners we will...	As programmers in computing we will...	As scientists we will...	As young people we will... (Learning for life)	As a sportsperson we will...
<p>Listen to the class text and respond to questions in fill sentences Talk to our pairs on the carpet Participate in active listening</p>	<p>I can agree and follow sensible e-safety rules. I can recognise an age appropriate website (red, orange or green).</p>	<p>Begin to observe closely, using simple equipment. Use simple observations and ideas to suggest answers to questions.</p>	<p>Know how to set simple goals Know how to achieve a goal Know how to work well with a partner</p>	<p>move with control and coordination. combine movements in a simple sequence. show contrasts (high/low movements, crouching/stretched movements etc)</p>



		<p>To observe simple changes over time and, with guidance, begin to notice patterns and relationships.</p> <p>To say what I am looking for and what I am measuring.</p> <p>To know how to use simple equipment safely.</p> <p>Use simple measurements and equipment with support (eg hand lenses and egg timers)</p> <p>Begin to progress from non-standard units, reading cm, m, cl, l, °C</p>	<p>Know that tackling a challenge can stretch their learning</p> <p>Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them</p> <p>Know when a goal has been achieved</p>	
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Reading/Writing & project focus		Maths
Week 1	Elements – rhyming poems (interplay land)	Place value – 11-20
Week 2	Elements – rhyming poems (interplay land)	Addition and subtraction within 20
Week 3	Partly cloudy – film unit	Addition and subtraction within 20
Week 4	Partly cloudy – film unit	Addition and subtraction within 20
Week 5	Design a superhero with the power of fire, wind, water or earth, write stories for them	Place value up to 50
Week 6	Design a superhero with the power of fire, wind, water or earth, write stories for them	Place value up to 50

Recap on shape