



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>Year 2: Multiplication and division, Statistics</p>	<p>Asks geographical questions – where is this place? what is it like? How has it changed?</p> <p>Gives detailed reasons to support own likes, dislikes, preferences</p> <p>Recognises how places have become the way they are e.g. shops, houses development, farmland, woodland removal</p> <p>Observes and records in different ways e.g. sketches, diagrams, ICT</p> <p>Communicates in different ways –pictures, writing, charts, verbal explanations</p> <p>Uses simple field sketches and diagrams</p> <p>Uses a camera/photos</p>	<p>Identify the pulse in music</p> <p>Recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low).</p> <p>Use pitch changes to communicate an idea.</p> <p>Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration).</p> <p>Carefully choose sounds to achieve an effect (including use of ICT).</p>	<p>respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong</p> <p>suggest meanings in religious symbols, language and stories</p> <ul style="list-style-type: none"> • recognise that some questions about life are difficult to answer • ask questions about their own and others’ feelings and experiences • identify possible meanings for symbols and other forms of religious expression
As readers we will...	As designers we will...	As artists we will...	As historians we will...	As linguists we will...
<p>Read daily</p> <p>Answer VIPERS questions</p> <p>Class book – Max and the Millions</p>	<p>N/A</p>	<p>Collage - overlapping and overlaying to create effects</p> <p>Use paste and adhesives to secure cut and torn shapes to convey an idea</p> <p>Print with a growing range of objects</p> <p>Explore and create patterns and textures using an extended range of found materials, sponges, leaves, fruit, ink pads</p> <p>Make simple designs and gather materials for a project</p>	<p>N/A</p>	<p>Learn new words and pronunciation through engaging topic lessons</p> <p>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</p> <p>Talk to our pairs on the carpet</p> <p>Participate in active listening</p>	<p>I understand that computers are good at replicating real life events and that we can explore contexts that are not otherwise possible</p> <p>I know about what the computer has- a mouse, a keyboard, a screen, touchscreen (sometimes) and a microphone.</p>	<p>Observe closely, using simple equipment.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>To observe 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 increasing independence (eg hand lenses and egg timers)</p> <p>Begin to progress from non-standard units, reading mm, cm, m, ml, l, °C</p>	<p>Know how to choose a realistic goal and think about how to achieve it</p> <ul style="list-style-type: none"> • Know that it is important to persevere • Know how to recognise what working together well looks like • Know what good group working looks like • Know how to share success with other people • Be able to describe their own achievements and the feelings linked to this • Recognise their own strengths as a learner • Recognise how working with others can be helpful • Be able to work effectively with a partner • Be able to choose a partner with whom they work well • Be able to work as part of a group • Recognise how it feels to be part of a group that succeeds and store this feeling 	<p>develop movements and expressions to fit music/mood.</p> <p>copy simple moves and sequences.</p>



Reading/Writing & project focus		Maths
Week 1	Elements – rhyming poems (interplay land)	Making equal groups
Week 2	Elements – rhyming poems (interplay land)	Multiplication and division
Week 3	Partly cloudy – film unit	Multiplication and division
Week 4	Partly cloudy – film unit	Multiplication and division
Week 5	Design a superhero with the power of fire, wind, water or earth, write stories for them	Multiplication and division
Week 6	Design a superhero with the power of fire, wind, water or earth, write stories for them	Statistics