

## The Creative Learning Journey

### Year Overview - Year 2 (2016- 2017)

<b>YEAR GROUP:</b> Year 2	<b>THEME 1:</b> Famous People (Focus: Roald Dahl and the Queen)	<b>THEME 2:</b> Rainforest Explorers	<b>THEME 3:</b> The Night-time	<b>THEME 4:</b> London's Burning	<b>THEME 5:</b> Japan	<b>THEME 6:</b> Oh, I do like to be beside the seaside!
<b>Key Question</b>	Why are some people famous?	How can <i>you</i> be a rainforest explorer?	What happens at night?	What lessons have been learned since the Great Fire of London?	What is life like for children in Japan?	How has the seaside changed over time?
<b>Higher Thinking Questions</b>	Why are some people famous? What might it be like to be famous?	Why is the rainforest important? What is the climate like in the rainforest? Why? Who relies on the rainforest?	Why do we need day and night? Which animals come out at night? Why are they suited to their habitat?	How did the fire start? How did it spread? How could the fire have been prevented? What changes have been made in London and to fire safety?	How is Japan different/similar from England? What is life like in Japan?	What was the seaside like in the 1950s/1900s? How has this changed over time? What creatures live at the seaside? What are the features of a beach?
<b>Literacy</b>	<ul style="list-style-type: none"> <li>Recount of the Summer Holidays</li> <li>Questions for the Queen</li> <li>Writing a letter to the Queen</li> <li>Queen fact-files</li> <li>Character profile of Roald Dahl characters</li> <li>Sequencing and recount of Roald Dahl book/s.</li> <li>Thank you to Rev Sharon for Harvest service</li> </ul>	<ul style="list-style-type: none"> <li>Thinking about how characters feel - based on Gorilla - speech bubbles</li> <li>Things to take to the Rainforest - commands</li> <li>Rainforest big book</li> <li>Animal fact-files</li> <li>Acrostic poems based on animal names</li> <li>Letter to Father Christmas</li> <li>Christmas concert invitations</li> </ul>	<ul style="list-style-type: none"> <li>Recount of Christmas Holidays</li> <li>Character profiles - Plop</li> <li>Sequencing/ recount of Owl who was afraid of the dark story</li> <li>Poetry recital</li> <li>Writing poems about the night-time</li> <li>Thank you to Rev Sharon for Easter service</li> </ul>	<ul style="list-style-type: none"> <li>Diary about Great Fire of London</li> <li>Newspaper report about Fire</li> <li>Story based on Great Fire of London</li> <li>Fire Safety instructions - commands</li> </ul>	<ul style="list-style-type: none"> <li>Recount of Easter Holidays</li> <li>Character profile of the Emperor from The Magic Paintbrush</li> <li>Japan fact-file</li> <li>Little Red Riding Hood questions and exclamations</li> <li>Andy Warhol fact-files</li> </ul>	<ul style="list-style-type: none"> <li>Seaside acrostic poems</li> <li>Sam's sandwich poetic writing</li> <li>Seaside safety posters - commands</li> <li>Transition writing</li> </ul>
<b>Key Texts</b>	Fantastic Mr Fox (quote board) The BFG Non-fiction books about the Queen	Anthony Browne - Gorilla and other titles Rainforest non-fiction texts Zoe's zoo series	Owl Babies The Owl Who was Afraid of the Dark Non-fiction books about the night-time Poetry books	Non-fiction books about the Great Fire of London Charlie and the Chocolate Factory	The Magic Paintbrush Little Red Riding Hood Non-fiction books about Japan David Walliams texts	Sam's Sandwich The Lighthouse Keeper's Lunch Favourites from throughout the year
<b>Speaking and listening</b>	See separate planning	See separate planning	See separate planning	See separate planning	See separate planning	See separate planning
<b>Phonics</b>	1. ea/ ee, oi/oy, i-e/igh, o-e, ow 2. u/ u-e/ oo, aw/or, are/air, ur/ir 3. ire, ear, ure, tion	Continue with year 2 graphemes 1. el, le, al, il, 2. y saying I, changing y into ies, 3. changing y into I before	. Homophones and near homophones	Tricky spelling Plurals	Tricky spelling Plurals	Tricky spelling



<p><b>History /Geography</b></p>	<p><b>HISTORY</b></p> <ul style="list-style-type: none"> <li>• Exploring a significant person's life and the time they lived in</li> <li>• Compare Queen Elizabeth II and Queen Victoria</li> </ul>	<p><b>GEOGRAPHY</b></p> <ul style="list-style-type: none"> <li>• Contrasting localities: The Rainforest and Woodland areas.</li> <li>• Name and locate the world's seven continents and five oceans</li> <li>• Use atlases</li> </ul>	<p><b>GEOGRAPHY</b></p> <ul style="list-style-type: none"> <li>• Map of roads/ walk to school/ town etc. Aerial photos.</li> <li>• Name and locate the characteristics of the four countries and capital cities of the UK and its surrounding seas.</li> <li>• Use atlases</li> </ul>	<p><b>HISTORY</b></p> <ul style="list-style-type: none"> <li>• Discovering The Great Fire of London (Magic Grandad)</li> <li>• Research local area - research road names</li> </ul>	<p><b>GEOGRAPHY</b></p> <ul style="list-style-type: none"> <li>• Comparing Tonbridge and a Japanese town.</li> <li>• Geographical similarities and differences in human and physical geography of a small area of Tonbridge and a town in Japan</li> </ul>	<p><b>GEOGRAPHY</b></p> <ul style="list-style-type: none"> <li>• Seaside environment and habitats.</li> <li>• Name and locate the characteristics of the four countries and capital cities of the UK and its surrounding seas.</li> <li>• Key physical features</li> <li>• Aerial photos of Tonbridge and a seaside area</li> <li>• Use atlases</li> </ul> <p><b>HISTORY</b></p> <ul style="list-style-type: none"> <li>• Changes of the seaside through time (Magic Grandad)</li> </ul>
<p><b>Historic Person</b></p>	<p>The Queen Roald Dahl</p>	<p>Christopher Columbus</p>	<p>Neil Armstrong Tim Peake</p>	<p>Samuel Pepys</p>	<p>Hokusai</p>	<p>Grace Darling</p>
<p><b>Computing</b></p>	<ul style="list-style-type: none"> <li>• Internet safety</li> <li>• Finding out information about the Roald Dahl/ the Queen using the internet</li> <li>• Typing up useful facts and printing them out</li> </ul>	<ul style="list-style-type: none"> <li>• Internet safety</li> <li>• Programming a floor turtle/ beebot - create and debug simple programs</li> <li>• Finding out information about the Rainforest using the internet</li> <li>• Typing up useful facts and printing them out</li> </ul>	<ul style="list-style-type: none"> <li>• Internet safety</li> <li>• Finding out information about the night-time using the internet</li> <li>• Typing up useful facts and printing them out</li> </ul>	<ul style="list-style-type: none"> <li>• Internet safety</li> <li>• Finding out information about the Great Fire of London using the internet</li> <li>• Typing up useful facts and printing them out</li> </ul>	<ul style="list-style-type: none"> <li>• Internet safety</li> <li>• Finding out information about Japan using the internet</li> <li>• Typing up useful facts and printing them out</li> </ul>	<ul style="list-style-type: none"> <li>• Internet safety</li> <li>• Finding out information about the seaside using the internet</li> <li>• Typing up useful facts and printing them out</li> <li>• Using Magic Grandad for research</li> </ul>
<p><b>Science</b></p>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• Observe and describe how bulbs grow into mature plants - plant bulbs</li> </ul> <p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>• Explore and compare the differences between things that are living,</li> </ul>	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>• Notice that animals, including humans, have offspring that grow into adults</li> <li>• Find out about and describe the basic needs for animals, including humans, for survival (water, food and air)</li> </ul>	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>• Identify that most living things live in habitats to which they are suited</li> <li>• Describe how different habitats provide the basic needs of different kinds of animals and plants and how they depend on each other</li> <li>• Describe how animals</li> </ul>	<p><b>Uses of Everyday Materials</b></p> <ul style="list-style-type: none"> <li>• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard, for particular uses.</li> <li>• Find out how the shapes of solid objects made from some materials can be changes by squashing,</li> </ul>	<p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>• Describe the importance of exercise for humans</li> <li>• Describe the importance of eating the right amounts of different types of food.</li> <li>• Hygiene</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• Observe and describe how seeds grow into mature plants - growing lettuce</li> </ul> <p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>• Plants and animals in their habitats, including micro habitats</li> </ul>

	dead and things that have never been alive	<ul style="list-style-type: none"> <li>The rainforest as a habitat and how animals adapt to it.</li> </ul>	<p>obtain their food from plants and other animals using the idea of a simple food chain.</p> <ul style="list-style-type: none"> <li>Identify and name different sources of food</li> </ul>	bending, twisting and stretching		
<b>Art/D.T</b> (Sewing on going throughout year)	<p><b>Art Skill: Sketching/shading</b></p> <ul style="list-style-type: none"> <li>Portraits of Roald Dahl, the Queen and ourselves using pencil and charcoal</li> <li>Ourselves using different media</li> </ul> <p><b>DT Skill: Designing a product</b></p> <p>Design and make a Roald Dahl drinks carton</p>	<p><b>Art Skills: Collage, sketching/shading</b></p> <ul style="list-style-type: none"> <li>Creating animal masks</li> <li>Sketching Rainforest animals</li> <li>Tiger in the Jungle Artist: Henri Rousseau</li> </ul> <p><b>DT Skill: Creating a product, modelling</b></p> <p>Make a Gingerbread animal and a bag to put it in Design and make a rainforest creature</p>	<p><b>Art Skills: Silhouettes, sketching</b></p> <ul style="list-style-type: none"> <li>Sketching night-time animals</li> <li>Creating silhouettes of night time animals</li> </ul> <p><b>DT Skill: Creating, testing and refining a Product</b></p> <p>Make a bridge to help animals cross a road</p>	<p><b>Art Skills: Silhouettes, sketching/shading, using charcoal</b></p> <ul style="list-style-type: none"> <li>Sketching Tudor houses</li> <li>Designing and making 3D Tudor houses</li> </ul> <p><b>DT Skill: Moving objects</b></p> <p>Design, make and evaluate a moving picture.</p>	<p><b>Art Skills: Origami and Printing</b></p> <ul style="list-style-type: none"> <li>Bottle printing cherry blossoms</li> <li>Japanese flags</li> <li>Japanese writing</li> <li>Colour wash and adding detail - Artist: Hokusai</li> <li>Andy Warhol - pop art of ourselves</li> </ul> <p><b>DT Skill: Trial and error, using a range of materials</b></p> <p>Make a paper aeroplane</p>	<p><b>Art Skills: Pointillism and modelling</b></p> <ul style="list-style-type: none"> <li>Seaside postcard pictures Artist: Seurat</li> <li>Under the sea paper plate creatures</li> </ul> <p><b>DT Skill: Modelling</b></p> <p>Design and make seaside creatures and rock pools Lighthouse keepers lunch activities</p>
<b>Music</b>	<ul style="list-style-type: none"> <li>Listen to a range of high quality live or recorded music</li> <li>Skill - Listening</li> </ul>	<ul style="list-style-type: none"> <li>Ocarinas</li> <li>Skill - reading music and playing as a class</li> </ul>	<ul style="list-style-type: none"> <li>Music Express</li> <li>Skill - rhythm and beat</li> <li>Singing</li> <li>Skill - exploring our voice and symbols</li> </ul>	<ul style="list-style-type: none"> <li>Ocarinas</li> <li>Skill - reading music and playing as a class</li> </ul>	<ul style="list-style-type: none"> <li>Singing</li> <li>Skill - Using voice creatively and expressively</li> </ul>	<ul style="list-style-type: none"> <li>Singing</li> <li>Skill - Using voice creatively and expressively</li> </ul>
<b>R.E.</b>	<p><b>Hinduism</b></p> <p>What do Hindus believe? What do Hindus call their god? What is the Hindu scripture? Hindu celebrations - Divali, Holi, Raksha Bandhan</p>	<p><b>Christianity</b></p> <p>What do Christians believe? What is the Bible? Who was Jesus? Who do Christians believe that he was? Stories about Jesus - water into wine, healing of the sick, feeding of the five thousand</p>	<p><b>Christianity</b></p> <p>Stories Jesus told - The Parable of the Sower, Lost Coin, Lost Sheep. Easter Caring for others and the world around us. The church as one family/community.</p>	<p><b>Judaism</b></p> <p>What do Jews believe? Jewish story - Moses in the bull rushes. Celebrations/ Symbols/ Leaders and teachers.</p>	<p><b>Christianity</b></p> <p>Christian celebrations - What is special about Sundays? What do Christians believe about Christmas? What are Saints days?</p>	<p><b>Hinduism</b></p> <p>Stories from scriptures e.g. How Ganesh got his elephant head and broken tusk; how Krishna was saved at birth; the story of Rama and Sita.</p>
<b>Trips/visitors</b>	Harvest Church service	Druisilla's	Easter Church service	Oliver - workshop	Links with Weald school - Japan day	Science workshop
<b>PE</b>	Skills for games Multi-skills.	Dance: Wild Animals (IMoves)- 3 weeks /Yoga (IMoves)- 3 weeks Drama - Nativity play	Gymnastics Games skills	Drama and Dance: Great Fire of London (BBC) Gymnastics	Games: Rounders, cricket and athletics (sports day) Multi-skills	Games: Rounders, cricket and athletics (sports day) Multi-skills

## Extra notes

### **Literacy – Writing:Composition**

Develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing for different purposes
- (writing poetry)
- writing about real events

Consider what they are going to write about before beginning writing by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

Make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)
- read aloud what they have written with appropriate intonation to make the meaning clear.

Literacy - SpaG - Punctuation including full stops, capital letters, exclamation, question, commas for lists, apostrophes for contracted forms and possessive singular. Know and use sentences with diff forms - statement, question, exclamation, command. Expand noun phrases to describe and specify e.g. the blue butterfly. The present and past tense correctly and consistently including the progressive form. Subordination (using when, if, that or because) and co-ordination (using or, and, or but). Grammar for Year 2 (appendix 2). Use and understand grammatical terminology - noun, noun phrase, compound, suffix, adjective, verb, tense (past and present), apostrophe and comma.