

Lindisfarne Class Overview - Spring Term (2) 2020

Year 2 Topic: Houses and Homes

Subject	What we will learn
<p>English</p> <p>NC links:</p> <p>Writing - Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) and writing for different purposes.</p> <p>Reading - Understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher. Checking that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Spelling - spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. Learning to spell common exception words. Learning to spell more words with contracted forms. Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p>	<p>Our key texts this half term are 'A Squash and a Squeeze' by Julia Donaldson & 'Mrs Mole, I'm Home' by Jarvis. Using the texts children will</p> <ul style="list-style-type: none"> • Order and sequence a range of pictures and sentences. • Imagine they are the little old lady, write exclamations and punctuate speech accurately. • Write new scenes for the story and conduct interviews before having a go at writing some simple 'Show, don't tell' sentences. • Write a recount from the old lady's point of view • Write new scenes for the stories. • Compose and record sentences describing the appearance of moles. • Read fact files on moles and discuss together what they have understood from the text. • Read sentences using contractions and rewrite using contracted form. • Orally re-tell a story using time conjunctions. • Create a role-play to help develop ideas of what might happen next in the story. • Compose and record dialogue between Morris and another animal that he meets when lost, using capital letters and full stops, question marks or exclamation marks as appropriate and begin to use inverted commas. <p>Spellings</p> <p>Children will have weekly spellings linked with the sounds they are covering, tricky words they need to know off-by-heart and interesting vocabulary connected to the text they are studying each week. In addition, they will also have sessions to develop their grammar and handwriting skills. Our spelling check will be on a Friday (please see Lindisfarne class page on the school website for spelling lists for each week).</p> <p>Reading</p> <p>We will be listening to and retelling some of our traditional tales that have a house and home theme (i.e. 'Hansel and Gretel', 'The Three Little Pigs' and 'Little Red Riding Hood').</p> <p>The children will also be using texts in guided reading sessions to enrich their literacy skills and understanding, as well as using information texts in their topic houses and homes in Geography and materials in Science.</p> <p>Children will need to have their reading record and individual reading book in school every day.</p>
<p>Maths</p> <p><i>Multiplication and division</i></p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign. Solve problems involving multiplication and division using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in context. Show that the multiplication of two numbers can be done in any order (commutative)</p>	<p>Topics this half term will include:</p> <p>Multiplication and division</p> <ul style="list-style-type: none"> • Odd and even numbers • Dividing by 5 • Dividing by 10 • Dividing by 2, 5, & 10 <p>Fractions</p> <ul style="list-style-type: none"> • Making equal parts • Recognising a half • Finding a half

<p>and division of one number by another cannot.</p> <p>Fractions -Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity. Write simple fractions for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p> <p>Shape Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]. Compare and sort common 2-D and 3-D shapes and everyday objects.</p>	<ul style="list-style-type: none"> • Recognising a quarter • Use reasoning about numbers and relationships to solve more complex problems and explain their thinking. • Solve unfamiliar word problems that involve more than one step. <p>Shape</p> <ul style="list-style-type: none"> • Recognise 2D shapes and 3D shapes. • Count sides on a 2D shapes. • Count vertices on 2D shapes • Draw 2D shapes.
<p>Science NC links: To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Materials Our topic links with our houses and homes and the children will be learning about:</p> <ul style="list-style-type: none"> • Classifying and sorting materials into their uses, properties and types. • Investigating the properties of materials that make them suitable or unsuitable for a particular purpose. • Thinking about unusual and creative uses for everyday materials. Comparing the uses of everyday materials in and around school with materials in other places.
<p>History NC links: To learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p>Old homes Children will look at houses in our local environment in our field work and identify older houses. We hope to visit and look at the history of an old house. Children will consider how homes have changed through time comparing a modern day home to a Victorian home.</p>
<p>Geography NC links: Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Homes In our topic Houses and Homes children will go on a walk around our local area and record their observations.</p> <p>Who lives in this house? Children will look at images of famous houses around the country and world and learn about the lives/lived there. They will map where these famous homes are using an atlas.</p> <p>Homes from around the world Children will investigate designs of homes in other parts of the world. Consider what a home might have to be like in a very hot or cold part of the world.</p>
<p>D&T NC links: Design purposeful, functional, appealing products for themselves and other users based on design criteria. Explore and evaluate a range of existing products. Build structures, exploring how they can be made stronger, stiffer and more stable.</p>	<p>Home & Den building Children will design, make and evaluate a model house. Considering what properties their home would need to have and which materials they would use. Children will make dens on our beach school trip.</p>
<p>ART NC links: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p>Dream home Children will design their dream home and then write about the features it has and who would live there.</p>
<p>RE NCC agreed syllabus: Recall and name</p>	<p>Beginnings and Endings Children will explore how beginnings and endings are marked in special ways in</p>

different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	different religions and their own lives. They will explore religious rituals for the beginning of a child's life and a believer's journey of faith, as well as finding out how Sikhs celebrate the end of one year and the beginning of a new year. Children will also explore the Christian story of Easter and make links with the idea of new life.
PE NC links: perform dances using simple movement patterns.	Dance - Houses and Homes Through dance children will explore different types of houses, building a home, making a room in the house, a city home and an island home. Children will: <ul style="list-style-type: none"> • Make different shapes using their bodies, they will explore motion and stillness. • Explore movement ideas and respond imaginatively to a range of stimuli. • Move confidently and safely in their own and general space using changes of speed, level and direction. • Compose and link movement phrases using a range of body actions and body parts. • Recognise how their body feels when still and when exercising. • Talk about dance ideas inspired by different stimuli. • Copy, watch and describe dance movement.
Music NC Links: use their voices expressively and creatively by singing songs and speaking chants and rhymes. Listen with concentration and understanding to a range of high-quality live and recorded music.	Charanga Music School -Unit of work: Zootime (Reggae music: Kingston Town by UB40, Shine by ASWAD, IGY by Donald Fagen, Feel Like Jumping by Marcia Griffiths, I Can See Clearly Now by Jimmy Cliff). Children will use their voice expressively and creatively by singing songs and speaking chants and rhymes. They will listen with concentration and understanding to a range of high quality live and recorded music. They will experiment with, create, select and combine sounds using the inter-related dimensions of music.
PSHE NC links: Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	Working together with a partner and in groups. Sharing ideas and helping each other to resolve problems.
ICT NC links: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	Use computers to find out about houses and homes. Program a 'Beebot' with simple instructions to find a way round a model street and houses.

Useful links:

You child can find lots of resources and games on Education City and School 360 (they have their own personal logins).

<http://www.topmarks.co.uk/Interactive.aspx?cat=62>

www.ictgames.com

www.bbc.co.uk/bitesize/ks1/literacy/spelling/play/

<http://www.ictgames.com/lwc.html>

http://www.ictgames.com/looCoverWriteCheck/LCWC_demo/index.html

<http://www.ictgames.com/forestPhonics/forestPhonicsOnline/index.html>