
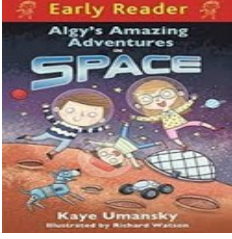
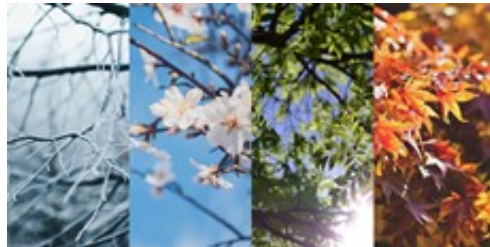


Communication, Language and Literacy	Areas of Learning	Mathematical Development
<p style="text-align: center;">Non– Chronological report on Space</p> <p>The children will be writing a non-chronological report about space in the form of a newspaper report, leaflet or a poster. The children will research and find out facts about space. They will use texts read as models for own writing, e.g. use of headings, sub-headings, captions and diagrams.</p> <div style="display: flex; justify-content: space-around;">   </div> <p style="text-align: center;">Narrative about Space</p> <p>The children will be using <i>Algy's Space Adventures</i> as a hook for their own space story.</p> <ul style="list-style-type: none"> • Write a sustained space story, using their knowledge of story elements: narrative, settings, characterisation, dialogue and the language of story • Use punctuation correctly, including capital letters, full stops, question marks and exclamation marks. • Write expanded noun phrases using a variety of adjectives. 	<p style="text-align: center; font-size: 2em; color: blue;">Out of this world!</p> <div style="background-color: #ccccff; padding: 10px; text-align: center;"> <p>Year 2</p> <p>Spring Two</p> </div> <p>The children will be learning all about Space this term. If you have any books or objects related to space, please bring them in for your child to share them with the other children.</p> <p>This is a really exciting topic. We will be designing and making moon buggies.</p>	<p>Addition and Subtraction</p> <ul style="list-style-type: none"> · To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. · To use estimation to check answers to calculations are reasonable. · To be able to reason about addition · To work out mental calculations where regrouping is required . · To solve more complex missing number problems. · To solve word problems that involve more than one step (e.g. which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?) <p>Measures (Weight/Mass)</p> <ul style="list-style-type: none"> · To compare, describe and solve practical problems for mass e.g heavy, light, heavier than and lighter than. <p>Multiplication and Division</p> <ul style="list-style-type: none"> · To recall and use multiplication and division facts for the 2, 5 and 10 · To be able to use multiplication facts to make deductions outside known multiplication facts · To solve word problems that involve more than one step
<p>Spiritual, Moral and Cultural Development</p>	<p>Personal, Social and Emotional Learning</p>	
<ul style="list-style-type: none"> • To describe in simple terms what remembering means. • To simply describe ways in which Jews remember the Passover story. • To simply describe the value/importance of remembering Passover for Jews. • To simply describe their own responses to remembering in their own experience. • To simply describe ways in which remembering can be applied to their own and others' lives. 	<ul style="list-style-type: none"> • To agree and follow rules of the class. • To take part in discussions. • To understand the British value of Mutual respect. • To learn to share and take turns. • To recognise what is fair and unfair. • To recognise, name and deal with their feelings in a positive way. • To respect and take care of their own and others property. 	

Science and Environment

The children will be learning about Growth and Survival. We will also be linking it to our topic where we will be learning about how the astronauts exercise in space and the food that they would need.

- Discuss how to keep healthy and to grow.
- To be able to understand the effects of exercise on the body.
- To be able to describe the importance of eating the right amounts of different types of food. What is meant by a balanced diet? Look at food groups: fruit & vegetables; cereals; meat, fish, eggs & dairy products; and high-energy foods.



The children will also be taking part in a Longitudinal study where they will be looking at the different seasons and observing the changes.

History and Geography

The children will be working on developing their History skills by studying a significant event within living memory. We will do this through an enquiry based on answering the following key questions;

- Has anyone ever been to the moon and how do we know?
- Why did people like Neil Armstrong risk their lives to go to the moon?
- How did they journey to the moon and back?
- What exactly happened when the Eagle landed?
- Was everyone pleased that man had landed on the moon?
- How do you think we should remember the first moon landing on July 21st 1969
- What symbol could we use?



Computing

- To be able to plan and create a sequence of instructions to move a programmable robot.
- To be able to talk about and evaluate their sequence of instructions.
- To be able to plan and create a sequence of instructions to move around a screen.
- To be able to explain what an algorithm is.

Creative Development

This term the children will be designing and making their very own moon buggy. The children will be able to:

- To know that there are many types of vehicles
- To know that vehicles have different purposes
- To make simple drawings and label parts
- To use wheels and axles.
- To use and handle tools safely and appropriately.

Physical Development

This term the children will be taking part in Gymnastics.

- To begin to think of appropriate ways to respond to music.
- To explore travelling in a jumping sequence to music.
- To explore changes in level with good timing to music.