



# Litter Bug- Year 2 Term 1.1 - 2021-2022

<b>Science/Geography– Recycling and the environment</b>	<b>D&amp;T– 3D Models</b>	<b>Science– Everyday Materials</b>
<ul style="list-style-type: none"> <li>name and locate the world's 5 oceans</li> <li>use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map</li> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li><b>Design</b> - design purposeful, functional, appealing products for themselves and other users based on design criteria <input type="checkbox"/> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li><b>Make</b>—select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] <input type="checkbox"/> select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li><b>Evaluate</b>—explore and evaluate a range of existing products <input type="checkbox"/> evaluate their ideas and products against design criteria</li> <li>Technical knowledge—build structures, exploring how they can be made stronger, stiffer and more stable <input type="checkbox"/> explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>

<b>Computing— Processing and Algorithms</b>	<b>Music</b>	<b>RE– Judaism</b>
<ul style="list-style-type: none"> <li>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>create and debug simple programs</li> <li>use logical reasoning to predict the behaviour of simple programs</li> </ul>	<ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> </ul>	<b>RE: Who is Jewish and what do they believe?</b> <ul style="list-style-type: none"> <li>Describe simply some Christian beliefs about God</li> <li>Describe simply some Christian beliefs about Jesus</li> <li>Retell a story that shows what Christians believe about God Share what a story about God might mean</li> </ul>

<b>English– RWI</b>	<b>Maths</b>
<ul style="list-style-type: none"> <li>Cross curricular Writing - Somebody Swallowed Stanley</li> <li>Setting and Character description</li> <li>Adventure Narrative</li> <li>Instructions</li> <li>Acrostic Poetry</li> </ul>	<ul style="list-style-type: none"> <li>Place Value</li> <li>Addition</li> <li>Subtraction</li> <li>Money</li> <li>Geometry</li> </ul> <p style="text-align: right;">- Statistics</p>

<b>SMSC/ Enrichment</b>	<b>British Values</b>
<ul style="list-style-type: none"> <li>Assembly themes - Cultural/SEAL/Class</li> <li>Encourage children to take responsibility for their behaviour</li> <li>Reflection within lessons on progress/learning/next steps</li> <li>Trip to Renewi recycling centre in South Kirby.</li> </ul>	<ul style="list-style-type: none"> <li>To talk and write about their opinions and explain their views</li> <li>To care about other people's feelings and try to see things from their point of view</li> <li>To reflect on spiritual, moral, social and cultural issues</li> <li>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</li> <li>To think about people with different values and customs</li> <li>To think about the lives of people living in other places and times</li> </ul>