



Litter Bug- Year 2 Term 2.2 - 2018-19

Science/Geography– Recycling and the environment	D&T– 3D Models	Science– Plants
<ul style="list-style-type: none"> name and locate the world's 5 oceans 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 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 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 	<ul style="list-style-type: none"> Design - 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 Make—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 Evaluate—explore and evaluate a range of existing products <input type="checkbox"/> evaluate their ideas and products against design criteria 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

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

English– RWI	Maths
<ul style="list-style-type: none"> Cross curricular Writing Michael Recycle– Narrative Persuasive Writing– why we should recycle? 	<ul style="list-style-type: none"> Money and measures Fractions Distance length

SMSC/ Enrichment	British Values
<ul style="list-style-type: none"> Assembly themes - Cultural/SEAL/Class Encourage children to take responsibility for their behaviour Reflection within lessons on progress/learning/next steps Easter concert 2P Class assembly Comic Relief WBD 	<ul style="list-style-type: none"> To talk and write about their opinions and explain their views To care about other people's feelings and try to see things from their point of view To reflect on spiritual, moral, social and cultural issues To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom To think about people with different values and customs To think about the lives of people living in other places and times