

Outcome: Animal Presentation (Oracy)

Swallows will be learning about different habitats and the plants and animals that live there. They will then use this knowledge to design their own animal and think of an appropriate habitat for them. Our learning will finish with Swallows using their oracy skills to present their animals to Owls and Robins.

Science

Swallows will be recapping the difference between things that are living, dead and things that have never been alive. We will explore and discuss both local and world habitats and begin to understand how these habitats provide for the basic needs of animals and plants. We will look at habitat maps and identify commonly found plants and animals in each one. We will also learn about food chains, identifying sources of food and beginning to recognise how the living things within a habitat depend upon each other.

Oracy

Swallows will apply their knowledge of animals and their habitats to present their animal to Owls. They will prepare what they what they are going to say and ensure they are using scientific vocabulary to explain their reasons.

English

Having designed our own animals, we will be writing fact files about them. Swallows will focus on grouping related ideas and facts into sections that are identified with subheadings. We will use bullet points, diagrams and informative statements to communicate our facts clearly. Swallows will use 'Did you know?' and true and false quizzes to further engage the reader.



Year 2 - Spring Term

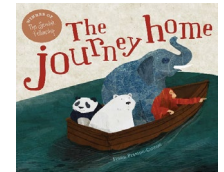
This topic will focus on animals and their habitats. We will use our science and geography knowledge to design our own animals and choose appropriate habitats for them. This topic will end with the children presenting their knowledge and reasoning to both Owls and Robins in an assembly. During the topic we will have a focus on the colder regions of our world. A highlight of this this will be a 'Antarctic Explorers' themed trip during which we will learn about explorers (past and present) who have undertaken expeditions to the North Pole.

Outcome: A Narrative

Writing

After reading the book 'The Journey Home' by Fran Preston-Gannon. We will story map our own narrative choosing animals and habitats of our own and writing our 'Journey Home', based on the structure of the book.

In our writing, we will focus on using adjectives to add details to simple sentences and use conjunctions (for example, and, or, but so) to create compound sentences. We will also demarcate our sentences using capital letters, full stops and where appropriate, exclamation marks.



Outcome: Polar scene

Swallows will be developing and using their understanding of the world's Polar regions to create their own clay polar animals.

Geography

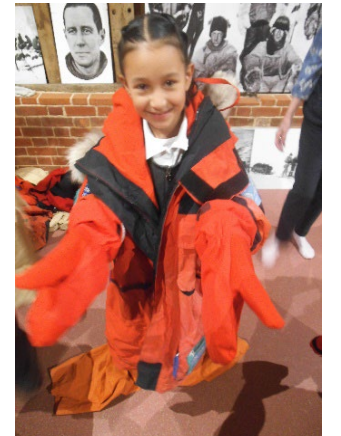
Swallows will use maps and atlases to find out where the cold regions of the world are in relation to the North and South Poles. We will locate the Polar regions and their surrounding oceans. We will discover what the Polar regions are like and describe these, drawing upon comparison with other world habitats (including the rainforest, desert and oceans).

Art

Swallows will be using clay to create models of Polar animals. We will learn to create shapes by pinching the clay, use a range of different tools to make indentations and markings. We will use hatching and slip to join parts of our models securely together. We will also use different tints and shades of colour and combine a range of materials in a collage to create a Polar inspired background scene.

Visit

We will take part in an Antarctic explorer workshop at The Gilbert White Field Studies Centre in Selborne. During this, we will learn why explorers have travelled to Antarctica and what they would take with them on an expedition (both today and in the past). We will also learn about the polar habitat, the wildlife that lives there and how it is adapted to withstand the freezing conditions.



<p>Maths</p> <p>At the beginning of this term, the children will be learning about money. They will learn to make different amounts, find totals, including change and solve a range of problems.</p> <p>We will then develop our ability to multiply and divide using a range of different strategies. We will use both mental and written strategies for solving mathematical problems involving the four key number operations. Towards the end of the term, we will apply our understanding of number to fractions and through practical activities and games, we will learn to recognise fractions of shapes and to calculate fractions of numbers.</p>	<p>PE</p> <p>In Gymnastics the children will be practising travelling movements including rolling, spinning, turning and jumping. We will then use the apparatus and continue the theme of travelling on, along and over the apparatus. We will also introduce moments of stillness (balance) in between the travelling movements.</p> <p>They will also take part in 'Bootcamp' where we will be learning about fitness through circuit training-based activity.</p>	<p>PSHCE</p> <p>This half term our PSHCE topic is 'Dreams and Goals'. The children will be focusing on the skills needed to build their resilience and achieve their goals. This will include persevering, learning with others and evaluating their successes.</p> <p>French</p> <p>In French this term, Swallows will be revising and expanding upon adjectives and expressions relating to emotions and how we are feeling. They will learn further adjectives, and opposites, through the French version of the story of 'Goldilocks and the Three Bears'.</p>	<p>Computing</p> <p>In computing this term we will focus on pictograms and how we can present different information using a computer. Using the program 'Just 2 Easy' Swallows will recognise that we can count and compare objects using tally charts, recognise that objects can be represented as pictures and finally create our own pictograms to compare data.</p> <p>During the second half of the term our focus is robot algorithms. Swallows will learn to describe a series of instructions as a sequence, explain what happens when we change the order of instructions and use logical reasoning to predict the outcome of a program (series of commands) They will end the unit by designing their own algorithms.</p>	<p>Music</p> <p>This term the children will be 'Exploring Feelings Through Music'. They will be learning about all the Foundational Elements of Music with a spotlight on feelings and emotions, while working implicitly with all the other elements of music. They will then use this knowledge to create and improvise.</p>	<p>RE</p> <p>We will begin our RE learning this term by considering why the church is a special place for Christians. We will learn that the church is not just a building, but a community of people. We will also investigate Christian symbols that are found in churches and make connections between these and what Christians believe. Finally, we will learn that 'worship' is one of the most important things that happens in a church, because it's how Christians show that God is important to them.</p>
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