







Ruby Class – Year Two



Our learning plan for the 2023/24 academic year

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Topic Title / Information:	<p>What a Wonderful World</p>  <p>We will learn about the location of countries, continents and oceans of the world in relation to our own locality.</p>	<p>Nurturing Nurses</p>  <p>We will learn about influential nurses and consider how they have influenced nursing today.</p>	<p>Sensational Africa</p>  <p>Off we go! We are travelling to Africa to learn about aspects of African Culture including, food, lifestyle, sports, music and much more!</p>	<p>Significant Explorers</p>  <p>We will explore significant explorers and consider why their work is so important.</p>	<p>Kings and Queens</p>  <p>The crown jewels are sparkling as we learn about the Royal family as well as our own family trees!</p>	<p>Beside the Seaside</p>  <p>We will learn about human and physical features found of the seaside.</p>

Enquiry Question	What are the continents of the world and how can I describe their key features?	Who were Florence Nightingale, Mary Seacole and Edith Cavell? Can I compare and contrast their lives?	How are parts of Africa different to places we know within the United Kingdom?	Who was Ibn Battuta and Felicity Aston and where would I explore?	Can I investigate and create my own family tree?	Can I describe a local seaside location and use a map to plan where I would like to explore?
Enrichments including trips/visitors	Gymnastics	Gymnastics Christmas Performance	Residential trip to - Burwardsley	Forest School – map skills	A Medieval Banquet	Trip to the seaside
Maths	<p>As Mathematicians, we will study place value and extend our mental skills for addition and subtraction. We will develop and refine our use of formal methods for addition and subtraction. We will also explore money. We will be learning to recognise and use the symbols (£) and (p) and combine amounts to make a particular value.</p> <p>*Throughout the year we will develop our reasoning and problem solving skills.</p>		<p>As Mathematicians, we will study multiplication and division. We will learn to recall the 2, 5, and 10 times table including recognising and identifying odd and even numbers. We will be learning to calculate mathematical statements for multiplication and division within the multiplication tables using the multiplication(x), division (÷) and (=)</p> <p>We will also explore shape (learning to name and identify the properties of both 2D and 3D shapes), fractions (learning to identify half, quarter and three quarters) and length (measurement in cm).</p>		<p>As Mathematicians, we will be learning to tell the time (to o'clock, half past, quarter to/past and within the nearest 5 minutes). We will also be learning about position and direction, statistics (including how to draw and interpret graphs, tally charts and bar charts) and measurement (focussing on mass, capacity and temperature).</p>	
English	<p>As Writers, we will develop our skills in 'Talk for Writing' through a range of genre including: writing a quest story, a non-chronological report, a rags to riches story and instructions. We will learn to punctuate sentences appropriately and to embellish our sentences using adjectives. We will also ensure we say our sentences, write it, and read it back to check it makes sense.</p>		<p>As Writers, we will continue to develop our skills in 'Talk for Writing' through a range of genre including: discussion, a tale of fear, a journey story and an explanation. We will continue to improve our writing by learning to use and include generalisers, a range of conjunctions and commas for lists. We will also be exposed to dialogue!</p>		<p>As Writers, we will develop our skills in 'Talk for Writing' through a range of genre including: persuasion and a tale of defeating the monster. As well as this we will complete short units of writing covering a range of genres to collect evidence for end of Ks1 assessments. We will continue to improve our writing by learning to include adverbs for description, similes and alliteration.</p>	

	<p>As Readers, we will develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • Listening to, discussing and expressing views about a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independently. • We will discuss the sequence of events in books and how items of information are related, becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. 	<p>As Readers, we will be introduced to non-fiction books that are structured in different ways. We will be learning to recognise simple recurring literary language in stories and poetry.</p> <p>We will discuss and clarify the meanings of words, linking new meanings to known vocabulary. We will discuss our favourite words and phrases with our peers.</p> <p>We will be learning to read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. We will read aloud books closely matched to our improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. We will also reread these books to build up our fluency and confidence in word reading.</p>	<p>As Readers, we will understand both the books that they can already read accurately and fluently and those that we listen to by:</p> <ul style="list-style-type: none"> • Drawing on what we already know or on background information and vocabulary provided by the teacher. • Checking that the text makes sense to us as we read, and correcting inaccurate reading. • Making inferences on the basis of what is being said and done. We will be learning to answer and ask questions predicting what might happen on the basis of what has been read so far. • Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
<p>Science</p>	<p>As Scientists we will observe phenomena, looking more closely at the natural and humanly constructed world around us. We will be encouraged to be curious and ask questions about what we notice. We will be helped to develop our understanding of scientific ideas by using different types of scientific enquiry to answer our own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. We will begin to use simple scientific language to talk about what we have found out and communicate our ideas to a range of audiences in a variety of ways. Most of our learning about science will be done through the use of first-hand practical experiences.</p>		
	<p>As Scientists we will study animals</p>	<p>As Scientists we will study everyday</p>	<p>As Scientists we will study living things and their habitats by learning to:</p>

	<p>including humans by learning to:</p> <ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p>materials by learning to:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • explore and compare the differences between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including microhabitats • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food 	<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.
<p>Geography</p>	<p>As Geographers we will learn to name and locate the world's 7 continents and the capital cities of the United Kingdom. We will also learn to 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.</p>	<p>As Geographers we will learn about geographical similarities and differences through studying the human and physical geography of the Europe and Africa. We will compare animals, landscape, weather, lifestyle and sports etc.</p> <p style="text-align: center;">-</p> <p>As Geographers we will learn to use basic geographical vocabulary to refer to:</p>	<p>As Geographers we will learn to use aerial photographs and plan perspectives to recognise landmarks and basic human physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>We will be learning to draw famous landmarks in London- the home of our Royal family!</p> <p>As Geographers we will learn to use simple fieldwork and observational skills to study the geography of our school grounds and the</p>	

		<p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Key human features, including: city, town, village, factory, farm house, office, port, harbour and shop.</p> <p>We will also be learning to locate the world's 5 oceans.</p>	key human and physical features of our surrounding environment.
History	As Historians , we will learn about the lives of significant individuals particularly those linked to nursing. The children will study nurses such as Florence Nightingale, Mary Seacole and Edith Cavell and find out about their lives and work. Children will also learn about the impact their work has had on nursing today.	As Historians , we will be learning about the explorations of Ibn Battuta, an explorer who lived around 700 years ago and about Matthew Henson, a famous polar explorer who may have been the first man to step foot on the North Pole. They compare Matthew Henson's polar exploration to a much more recent exploration by Felicity Aston, the first person to walk across Antarctica alone on skis using her own power. We will also consider space exploration and focus on the successful Apollo 11 mission to the moon and back.	As Historians , we will learn of the lives of members of the Royal family. We will wear our crowns and learn about the lives and reigns of Elizabeth I and Queen Victoria. We will also learn about the events beyond living memory that are significant nationally or globally. We will be learning about Royal Weddings and coronations.
	As Historians we will develop an awareness of the past, using common words and phrases relating to the passing of time. We will know where the people and events we are studying fit within a chronological framework and identify similarities and differences between ways of life in different periods. We will use a wide vocabulary of everyday historical terms. We will ask and answer questions, choosing and using parts of stories and other sources to show that we know and understand key features of events. We will understand some of the ways in which we find out about the past and identify different ways in which it is represented		

Art	3D Sculpture As Artists we will use a range of decorative techniques – applied, impressed, painted. We will use simple tools for mark making. We will construct using junk materials.		Painting and Mixed Media As Artists we will mix a range of colours and share colour charts. We will make as many tones of one colour using white. We will learn to darken colours without using black. We will recognise cold and warm colours. We will use the brush to create a wide range of marks.		Textiles As Artists we will learn to weave to create a pattern. We will learn to join materials effectively by gluing / and or stitching. We will use a dip-dye technique and confidently cut and shape fabric to make a T-Shirt of our own design.	
D.T	As Designers we will design, make and evaluate a Fairground Wheel including wheels and axels. (Mechanisms)		As Designers we will design, make and evaluate a chair. (Structures)		As Designers we will design, make and evaluate a moving monster. (Mechanisms)	
Music	As Musicians we will listen to and appraise a range of Rock music. We will learn to sing and perform a Rock song called I wanna play in a band. We will use this song to develop our awareness of pitch. We will be able to clap and copy back rhythms. We will use instruments to perform the song for others to enjoy	As Musicians we will listen to and appraise a range of music. We will learn to sing and perform a Christmas song and rap called HO, HO, HO! We will be able to clap and copy back rhythms. We will use instruments to perform the song for others to enjoy.	As Musicians we will listen to and appraise a range of South African Music. We will learn to sing and perform a South African song called Hands, Feet and heart. We will use this song to develop our awareness of pitch. We will be able to clap and copy back rhythms. We will use instruments to perform the song for others to enjoy.	As Musicians we will listen to and appraise a range of Reggae music. We will learn to sing and perform a Reggae song called Zootime. We will use this song to develop our awareness of pitch. We will be able to clap and copy back rhythms. We will use instruments to perform the song for others to enjoy.	As Musicians we will listen to and appraise a range of music. We will learn to sing and perform a song called Friendship song. We will use this song to develop our awareness of pitch. We will be able to clap and copy back rhythms. We will use instruments to perform the song for others to enjoy.	As Musicians we will consolidate all our learning and perform. The reflect, rewind and replay unit allows us to revisit songs we have previously learned as well as appraise a range of new classical music too. We will improvise using our voices and instruments and perform some of our favourite songs from throughout the year for others to enjoy.

<p>P.E</p>	<p>As Athletes we will work on ball skills to develop passing, dribbling and receiving.</p> <p>As Athletes we will also learn to perform actions with control and consistency with different speeds and levels through gymnastics.</p>	<p>As Athletes we will learn about attacking and defending in games.</p> <p>As Athletes we will also learn to perform actions with control and consistency with different speeds and levels through gymnastics.</p>	<p>As Athletes we will learn to perform simple movements and patterns through the art of dance.</p> <p>As Athletes we will work on ball skills focussing on dribbling and kicking the ball.</p>	<p>As Athletes we will develop the skill of dodging and apply this in game scenarios.</p> <p>As Athletes we will develop skills using rackets to strike and balls to throw and catch.</p>	<p>As Athletes we will learn to run, jump and throw through athletics.</p> <p>As Athletes we will learn to throw, catch and strike.</p>	<p>As Athletes we develop skills such as agility, balance and co-ordination.</p> <p>As Athletes we will learn about team work within sports and apply this within game activities.</p>
<p>RE</p>	<p>As a Theologian we will study Christians and their beliefs about the Kingdom of God.</p> <p>What books (& stories) are special to Christians? E.g. Bible/Creation.</p>	<p>As a Theologian we will study Jews and their beliefs about the Kingdom of God.</p> <p>How & why do people have special ways of welcoming babies? (Jews, Christians & Others)</p> <p>Why are celebrations important for Jewish families?</p>	<p>As a Theologian we will study Christians and their beliefs about the Kingdom of God.</p> <p>What happened when Jesus went to Jerusalem?</p>	<p>As a Theologian we will study Christians and their beliefs about the Kingdom of God.</p> <p>How do Christians know how to care for others?</p>	<p>As a Theologian we will study Christians and their beliefs about the Kingdom of God.</p> <p>What is the most important teaching of Jesus?</p>	<p>As a Theologian we will study Christians and their beliefs about the Kingdom of God.</p> <p>What is the most important teaching of Jesus? What is God like for Christians? (Father Son & Holy Spirit).</p>
<p>PSHE/SMSC themes</p>	<p>New beginnings</p>	<p>Getting on and falling out</p>	<p>Going for Goals</p>	<p>Good to be Me</p>	<p>Relationships</p>	<p>Changes</p>

Computing	As Computer Scientists we will learn about the importance of e-safety and keeping safe online.	As Computer Scientists we will begin to learn about computer science and programming through the use of Bee-Bots and Scratch Junior.	As Computer Scientists we will begin to use the word processing program to create our own digital documents.
------------------	---	---	---