

What Am I Learning?

To design, make and evaluate a moon buggy that meets the design criteria specification.

I can:

Think of an idea and plan what to do next / Explain to someone else how I want to make my product / Choose tools and materials and explain why I have chosen them / Communicate my ideas through information communication technology (ICT) / Make a structure and adapt it to ensure it is effective / Measure and mark out / Join materials and components in different ways / Explore and use mechanisms / Make my model stronger.



What Am I Learning?

To experiment with sounds, recite popular music and create own composition to celebrate the end of my journey at GTS

I can:

Select and order sounds within simple structures and sounds in response to given starting points / Experiment with, create, select and combine sounds using inter-related musical dimensions e.g. tempo, pitch / Identify the beat and join in, getting faster and slower together / Begin to sing in tune with expression and control / Recall, perform and accompany simple songs, sequences and rhythmic patterns.

What Am I Learning:

Emotions / Love / Sadness / Money / Choices / Enterprise

I can:

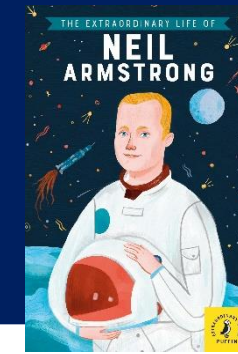
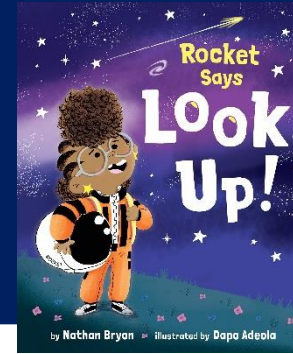
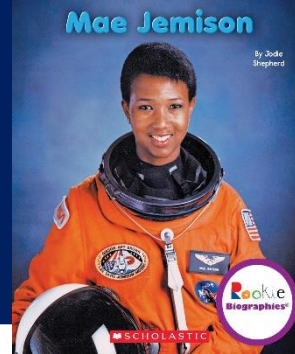
Learn about a range of different feelings and emotions / Learn about the importance of love / Recognise, name and manage with my feelings in a positive way / Understand about coping with change and loss / Understand the importance of managing money carefully / Understand the importance of choices / Gain a basic understanding of enterprise.

What Am I Learning?

Biology- Animals including humans / Chemistry- Everyday materials

I can:

Identify and name plants and animals in a range of habitats including micro habitats / Suggest why a material might or might not be used for a specific job / Explore how materials can change shape when heated or cooled.



I am being inspired to read & write



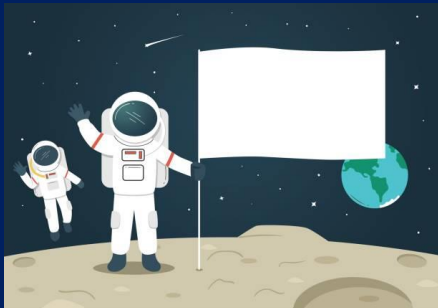
Focus Books: Mae Jemison by Jodie Shepherd, Look Up! by Nathan Bryon The Extraordinary Life of Neil Armstrong by Martin Howard

What Am I Learning? To write a biography of a significant person in history / To write a letter / To write an adventure story.

I can:

Write a brief introduction and conclusion / Write in the past tense / Organise main ideas in groups and in chronological order using time conjunctions / Use subordinating and co-ordinating conjunctions / Use paragraphs / Understand different sentence forms: question, statement and exclamation / Use a variety of punctuation correctly / Plan writing / Write down ideas and/or key words including new vocabulary / Evaluate own work and work of peers with teacher / Re-read own work to check it makes sense / Read aloud own work with intonation to make meaning clear.

Year 2 Curriculum Map: Up, up and away



What Am I Learning?

To develop ability to hurdle effectively
To develop knowledge of how I can use my body to maximise performance
To develop ability to jump as far as I can.
To develop my ability to throw as far as I can.

I can:

Demonstrate a controlled change of speed when running
/ Perform a combination of jumps with control / Demonstrate different ways of leaving floor to gain height / Throw objects using different styles to gain distance / Demonstrate ability to throw an object to a target / Follow instructions to complete an athletics circuit / Score activities accurately.

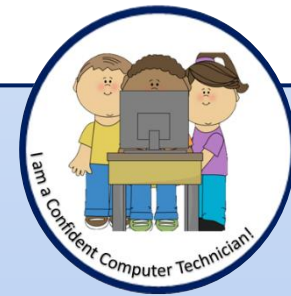


What Am I Learning?

To explain that a sequence of commands has a start, to explain that a sequence of commands has an outcome, to create a program using a given design, to change a given design, to create a program using my own design and decide how my project can be improved.

I can:

Identify that a program needs to be started, change the outcome of a sequence of commands, work out the actions of a sprite in an algorithm, decide which blocks to use to meet the design, create a program based on the new design, build sequences of blocks to match my design, improve my project by adding features and finally debug my program.



What Am I Learning?

To identify advances in flight and technology to explore / To recognise the importance of the Open University and its work on Space Science / To understand the significance of Mae Jemison / To know the significance of the Wright Brothers, Amelia Earheart and Neil Armstrong.

I can:

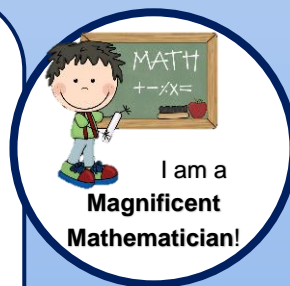
Explain what they did earlier and what they did later / Explain how some people have helped us to have better lives / Compare the lives of significant people in history / Place historical people on a timeline / Understand how historical events have shaped our future understanding / Explain what happened in historical events / Explain why and how places have historical significance / Place historical events on a timeline.



At Glastonbury Thorn School, we follow White Rose maths and the National Centre for Excellence in Maths.

What Am I Learning? Continue our work on fractions / To tell the time / To collect and represent data in a variety of different ways/ To interpret data/ Use the language of position and direction.

I can: Find and recognise $\frac{1}{4}$ and $\frac{1}{3}$ of an object or amount. Find $\frac{3}{4}$ of an amount. Tell the time including quarter to/quarter past and to each five minutes / Collect data and represent this on tally charts, block diagrams and pictograms/ Use tally charts, block diagrams and pictograms to answer questions. / Use a range of language to describe position including left and right/describe movement using a range of terms including left and right, forwards and backwards. To make or describe turns using the language whole, half, quarter and 3 quarter turns. Also using the language clockwise and anti-clockwise.



What Am I Learning?

Learn more about influences in the community and answer the very challenging question 'What do you think the perfect person would be like?' By fully understanding diversity, children should understand that they must strive and aspire to be the best versions of themselves, positively influencing others around them.

I can discuss and explain:

Who is important to me and why / Who is special for religious people and what makes them special / How do special people influence the way we behave / What do religions believe about what people are like and what they should be like.

Knowledge



We are building our knowledge about the 'Revolutionary World' to gain a better understanding of the changing world around us. We will develop our curiosity of what has happened in the past and look forward to what might happen in the future. We will acquire new skills and knowledge including following a design specification to create a moon buggy. We will explore how things change and develop over time, including people's aspirations becoming higher and more far reaching. By studying significant people who have impacted our society, we will learn that anything is possible with hard work and dedication and aspire to be whatever we want to be.

Possibilities



Children will be encouraged to be curious about the natural phenomena of the world and how things work. We will be encouraged to ask questions about what we notice, using different types of enquiry and carry out different learning approaches to gain knowledge and understanding.

Diversity



This half term, children will learn more about influences in the community and answer the very challenging question 'What do you think the perfect person would be like?' By fully understanding diversity, children should understand that they must strive and aspire to be the best versions of themselves, positively influencing others around them.

Community



Through cooperation and exploration, children work effectively together to improve their understanding in all subjects. Children will be encouraged to have aspirational views for the future and understand that they all have an important part to play in society.

WOW!

Science Glider investigation

CREATE!

To create a moon buggy.

EXPERIENCE!

Sleepover / Year 2 graduation

Summer Term 2 'Sticky Knowledge!'



Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.

Join materials to make an axle (structure).

Explore and use mechanism levers, slider, wheel and axles



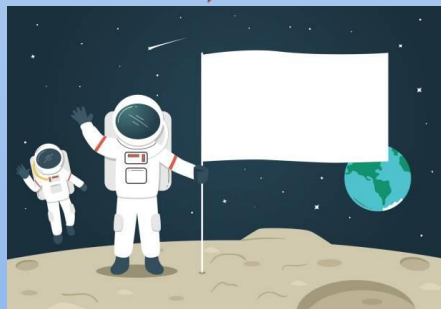
Identify advances in flight and technology to explore.

To understand the significance of Mae Jemison.



To explore changes in materials; squashing, bending, twisting, stretching.

To identify materials and their suitability for a specific job.



Up, up and away

Glastonbury Thorn School Year 2 – Summer Term 2

