

# Year 2 Topic Web

## Spring 1, 2024



Our value this term is: **Justice**

**English:** Our quality text this term is 'Leaf' by Sandra Dieckmann

### Writing

- During our fiction writing we will create a **meeting story**. We will continue to focus on using simple adjectives and purposeful expanded noun phrases alongside questions to create intrigue. We will also organise our writing into paragraphs when we compose our stories.
- Later in the term our non-fiction writing will be a **report**.
- In Phonics, we will continue to follow the Year 2 Little Wandle spelling programme.

### Reading

- In our guided reading sessions, we will discuss comprehension strategies using VIPERS to help us explore texts and deepen our understanding of these. We will also focus on writing written responses to questions.

**Maths:** We start this term by continuing our learning around **Length**. This will include:

- Comparing and ordering length in m and cm.
- Solving word problems around length.

Then, we will look at **Mass**. This will include:

- Measuring mass in g and kg.
- Comparing the masses of 2 then 3 objects.
- Solving word problems around mass.

After this, we will look at **Temperature**. This will include:

- Reading and estimating temperature.

Finally, we will look at **Pictograms**. This will include:

- Reading pictograms with different scales.

We will also continue to focus on **Fluency** throughout the week, recalling key number facts with efficiency.

**PE outdoor:** How can we control our bodies to play simple tactical games?

We will be developing:

- a range of sending and receiving skills and performing these with control.
- a greater understanding of some simple tactics used in playing games and the rules needed for us to play fair.
- a greater understanding of fitness and health and evaluating our performance.

**PE indoor:** How can we put movements together to perform a dance?

Also, this term we will be working in pairs to create a sequence of movements that reflect the events in our quality text 'Leaf'. Our dance sessions will focus on:

- performing movements with all of our body parts.
- linking movements to create a sequence,
- expressing emotions using our bodies, including our facial expressions.
- refining our movements by responding to feedback.

**RE:** Who is a Muslim and what do they believe?

We will be able to talk about who is a Muslim and what their beliefs are.

During our learning we will learn about and explore:

- How and why Muslims pray at the mosque. Including learning about the preparation needed for prayer.
- Where we can find mosques nearby and what these are like.
- What we can learn from Muslim holy words and how they can impact our lives.
- What happens during the celebration of Eid-ul-Fitr and why this is an important time for Muslim people.
- Who is a Muslim, what their beliefs are, what we can learn from them and how it can impact our lives.



### Science: How do we know that something is living?

During this unit we will be learning to:

- compare living and non-living things.
- find out about living things and their habitats.
- create simple food chains.

We will also carry out an investigation around microhabitats in the forest. We will be:

- making predictions.
- observing closely.
- recording our findings.

### Computing: How does a program affect a floor robot?

During this unit we will:

- Explain what a given command will do.
- Combine four direction commands to make sequences.
- Plan a simple program.
- Find more than one solution to a problem.

Throughout this unit we will be using programmable floor robots called Beebots.

### Geography: What is life like in the polar regions?

This topic has strong links with our English text '*Leaf*' where the central character is a polar bear.

This term we will:

- Locate the polar regions on a map and globe.
- Find out some key characteristics about where the Antarctic and Arctic are.
- Locate the coldest places on Earth and recognise what they look like.
- Identify the human and physical geography of the Arctic.
- Use simple compass points with a map.

### Other Information

**PE kits:** Tuesday (Indoor) & Thursday (Outdoor).

**24<sup>th</sup> Jan-** 2:30 Parents in to share learning.

**9<sup>th</sup> Feb-** Dress up day for sharing homework. Dress up as a polar animal or a polar explorer.



### PSHE: How do I achieve my dreams and goals?

In our PSHE learning we will be:

- Reflecting on successes we have already had and recognising why we feel they were successes.
- Thinking about a goal we would like to achieve in the future.
- Discussing ways we could achieve a goal and the steps needed to succeed.
- Reflecting upon ways we can achieve goals in a group.
- Celebrating the new successes we have had towards the end of the unit.

### Design and Technology: How can we design and make the best puppet?

During this unit we will design and make Arctic animal puppets. Our learning will focus on:

#### Designing

- Generating ideas based on simple design criteria.
- Developing ideas through talking, mock-ups and drawings.

#### Making

- Selecting and using tools, skills and techniques and explaining our choices.
- Using simple finishing techniques suitable for the designs we are creating.

#### Evaluating

- Evaluating our product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.

### Art: How are portraits used by different artists?

Throughout this unit we will consider the life and work of Paul Klee, Pablo Picasso and Andy Warhol.

We hope to answer our key question by:

- Using pencils to draw a self-portrait.
- Using collage materials to create an abstract portrait.
- Using watercolours to create a wash background.
- Creating simple line drawings.
- Using oil pastels to create pop art.