



Year Two: Discover



Project Question:

How do communities change over time?

Project Values:

Courage	To do something even though it may be difficult or scary, often being brave.
Tradition	Beliefs and customs that are handed down within a community
Community	A group of people living together of having values or characteristics in common.
Identity	The qualities and features that make you, you.
Change	Making something different happen by ending something or starting something new.

School Vision Statement:

Our school is committed to bringing out the best in each other so that every member of the school community can know 'life in all its fullness' (John 10:10). Through learning of the teachings of Jesus, we believe that our children can explore and develop their understanding of Core Christian values as markers and guides for their own lives. We aim for the school's Core Christian values to inform and influence our pupils' moral compass and allow them to enjoy 'life in all its fullness'. These values are known as the 'Sunshine 6'. They are: Forgiveness, Perseverance, Honesty, Compassion, Courage and Respect.

We also uphold Article 29 from the UN Convention of Rights of the Child 'Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.'



ST. MARY'S COFE PRIMARY SCHOOL
Bringing out the best in each other...



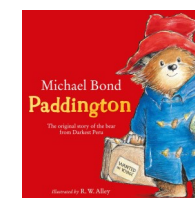
Year Two: Discover



Here are some ideas of activities you can try at home to help you learn more about this term's project.

Read it...

Read any of the Paddington Books to get to know the character Paddington Bear.



Write it...

Imagine you found Paddington at the train station. Write a diary entry explaining how you would feel.



Draw it...

One of your new project values is identity. Draw a portrait of you and your family members.



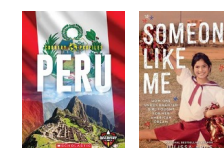
Make it...

Make a suitcase of things for Paddington to bring with him from Peru to London.



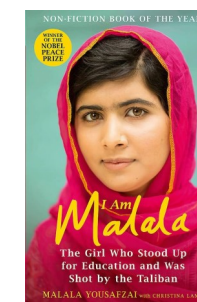
Visit it...

Go to your local library and find some Non-fiction books about Peru which is in South America. Read the books and find out some fascinating facts!



Memorise it...

Watch some clips on youtube about Malala Yousafzai and memorise 3 facts about his life and his achievements



Year Two Discover Autumn Term

During this project, the driving subject is History. We learn to ask questions about life in the past and to follow our lines of enquiry, using sources critically and analytically. We learn about different historical civilisations from all over the world, finding out about the contributions people in the past have made to life today. We learn about the history of Great Britain and the significant people and events that have shaped this country.

Project Launch: Religious Education Celebrations!

This project teaches us about community, identity and tradition and so we begin by exploring important celebrations in different faiths, finding out about the traditions associated with them and the way they bring faith communities together. We learn about the Muslim festival of Eid-ul-Fitr, the Jewish festival of Hanukkah and the Hindu festival of Diwali.

Art Colour: portraits

Inspired by *The Big Book of Families* by Mary Hoffman, we think about our own family and personal identity. We paint self-portraits, learning how to mix colours to create shades and tones so we can capture our own images. We learn how to draw portraits accurately and enjoy looking at each other's work.

Values Exploration Why do people leave their homes and move to new countries?

As we deepen our understanding of identity, change and community, we ask why some people leave their countries to live in new ones. We learn about the experience of immigrants by exploring the story of Paddington, finding out why he had to leave Peru, what his journey was like and what his first experiences of England were. Finding out about Paddington's story helps us to understand the stories of real people who have also made long journeys to new homes.



Project Launch

FOCUS 1

FOCUS 2

FOCUS 3

History
Asking and answering questions about the past
We think about what we would want to know about an immigrant's experience of coming to England. We generate questions and develop lines of enquiry, talking to people within our school community to find out answers.



Geography

Finding out about locations: Windrush Journey
Using maps and atlases, we plot the journey of the Empire Windrush, naming and locating the world's continents and oceans. We use a range of sources to compare Kingston in Jamaica with Birmingham so that we can understand the differences immigrants to England would have noticed between the two countries.

History
Important events: The Empire Windrush
We use historical sources including primary accounts and photographs to draw conclusions about what the journey to England was like for people who arrived on the Windrush.

History
Significant events: The creation of the Commonwealth
We explore our project value of community by finding out about the Commonwealth. We learn why it was created and what values it stands for. We use maps and atlases to locate Commonwealth countries around the world.

Values Exploration
How does it feel to come to a new country?
We think about how it might feel to come to a new country and what we'd hope to experience. We find out about Malala Yousafzai and her journey to England. We learn about her achievements since arriving here.

FOCUS 4



Art
Textiles: Paddington's outfits for England
England and Peru have very different climates and Paddington, like the key figures we have learnt about, needed to adjust to the colder weather! We wonder what clothes Mr Brown might want to create as a gift for Paddington to show he is welcomed into the Brown family. We explore different fabrics in order to choose the best ones for Paddington to wear once he is here. We cut and shape fabric, decorating and embellishing it to create outfits for Paddington to enjoy wearing.



FOCUS 5

Values Exploration
How and why does Mr Brown's attitude to Paddington change over time?
We return to our learning about Paddington to explore why Mr Brown was not very welcoming at first, and what changed his viewpoint. We think about how Mr Brown came to recognise Paddington's value and contributions to his family. We reflect on this and think about what we can learn about our own attitudes to welcoming people into our communities.

FOCUS 6

Design and Technology
Food and Nutrition
We find out about the contribution Windrush immigrants made to their communities and learn about the different kinds of food that they brought with them. We taste and evaluate different ingredients, learning to follow recipes to cook savoury dishes inspired by the flavours and dishes that were brought to England.

FOCUS 7

History
Significant people: Floella Benjamin
We learn about the experiences Floella Benjamin had when she arrived in England, using a range of sources. We find out about the unkindness and racism she experienced and how she faced these challenges with courage. We use our knowledge to consider if coming to England was what she expected it to be.



FOCUS 9



FOCUS 10

Music: Songs about the journey to Britain
We listen to some famous songs by immigrants who came to Britain. We think about what the lyrics mean and use musical vocabulary to describe our responses.

FOCUS 11

Answering the Project Question
We reflect on all of our learning during this project and think about our answers to our project question. We end our project by sharing our own responses to our question.

FOCUS 12

FOCUS 13

Religious Education: Incarnation

We find out about the Nativity story and the different people who were part of these events. We find out about the special events in the Christian calendar that take place during Advent.



R.E.

How do communities change over time?



Year Two: Maths



At St Mary's, mathematics is taught daily in a progressive and systematic way, beginning in Reception, all the way through to Year 6. The school uses White Rose Maths as a basis for this planning and sequencing of progression.

The length of each block of learning is given as a guide: we will adapt how long we spend on new objective in response to what the children need. There is time built into each term for practice and consolidation of previous learning.

Place Value

Understanding numbers to 20

Count objects to 100 by making 10s

Recognise tens and ones

Use a place value chart

Partition numbers to 100

Write numbers to 100 in words

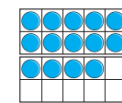
10s on the number line to 100

10s and 1s on the number line to 100

We use a range of

images for children to understand

What numbers are shown?



Give your answers in numerals and words.

How many bread rolls are there?

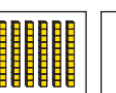
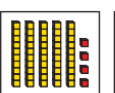


How many straws are there?



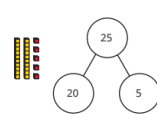
We use a range of images for children to understand

What numbers are shown?



Grouping to count in tens help children to partition numbers into

These are the different models that we use for partitioning numbers



Tens	Ones
2	4

Addition and Subtraction

Fact families - addition and subtraction bonds within 20

Bonds to 100 (tens)

Add and subtract 1s

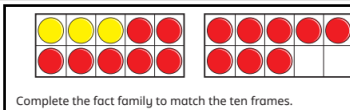
Add by making 10

Add to the next 10

Add across a 10

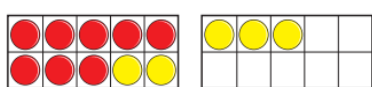
Subtract across 10

Subtract a 1-digit number from a 2-digit number (across a 10)



Complete the fact family to match the ten frames.

The counters show that $8 + 5 = 10 + 3$



Here is Jo's method for working out $6 + 5$



These show how making 10 helps us to add in our

$$3 + 5 + 7$$

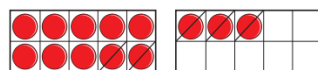
$$2 + 9 + 1$$

$$8 + 1 + 2$$

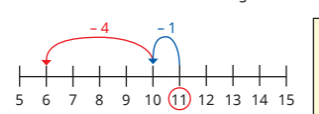
$$5 + 3 + 5$$

Here, we use number bonds to ten to

The counters show that $13 - 5 = 10 - 2$



Here is Tom's method for working out $11 - 5$



These two methods show how we learn subtraction. We start off drawing these out so that later we can work them out in our heads without the drawings and numberlines.

Shape

Recognise 2-D and 3-D shapes

Count sides on 2-D shapes

Draw 2-D shapes

Lines of symmetry on shapes

Use lines of symmetry to

Sort 2-D shapes

Count faces on 3-D shapes

Count edges on 3-D shapes



Year Two : English



At St Mary's, we strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners. We believe that English learning is key to this. We aim to ensure that all of our children develop a genuine love of language and the written word, through a text-based, values rich approach.

We want our children to feel that their writing has a real purpose in the context our values based learning projects and to use their written work as an expression of their responses to challenging questions.



Writing to Inform:

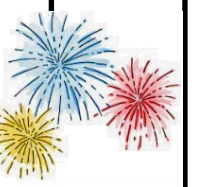
The Big Book of Families

Grammar Focus: Conjunctions to contrast and compare

Writing to Inform and Entertain:

Diwali

Grammar Focus: Conjunctions to extend sentences.



Writing to Entertain:

Paddington's forest fire description

Grammar Focus: Adjectives and Adverbs

Writing to Entertain:

Paddington at the train station

Grammar Focus: Adjectives and Adverbs



Writing to Entertain:

Floella Benjamin: Coming to England

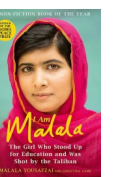
Grammar Focus: Developing description



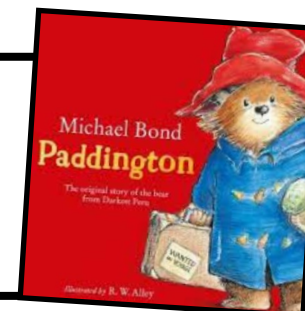
Writing to Inform:

All about Malala

Grammar Focus: Past tense. Sentence types.

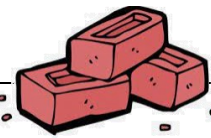


Our Class Novel this term is:
Paddington by Michael Bond





Year Two: Discover



Everyday Materials

In this Science unit, we learn about properties of different materials and investigate how some solid materials can be changed by squashing, bending, twisting and stretching. We think about the suitability of different everyday materials for different purposes.

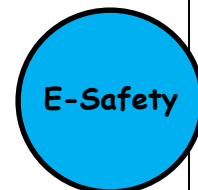


Important Vocabulary: materials, shape, suitability, solid, changes, properties, heat, insulator, conductor, similarities, differences, wood, metal, plastic, glass, brick, rock

PSHE and Relationships Education

At St Mary's, our PSHE and Relationships Education Curriculum across the school seeks to prepare children for the rich, diverse and sometimes difficult experiences they will face both in school and in the wider world. During each term, children learn about the following aspects of PSHE:

Relationships & Anti-Bullying	Being Me in My World	No Outsiders	E-Safety
Anti-Bullying and preventing Peer on Peer Abuse at St Mary's: Our children have lessons focussed on learning our values, demonstrating kindness and understanding that bullying, in any form, is unacceptable; -Two clear messages are taught through school: 1. To define bullying we say, "STOP -Several Times on Purpose." If this is what has happened, then it is bullying. 2. To encourage pupils to use their voice, we encourage them to: "Start Telling Other People."	Through these sessions, children explore their role in the world. They learn to recognise their own identity and self-worth, developing positive ways to view themselves and their achievements. We learn about the roles and responsibilities we all have so that we can play a positive part in our world, thinking about our rights and our responsibilities.	The No Outsiders programme teaches children about the 2010 Equality Act through carefully selected stories. There are 5 stories used during each school year. This term, the No Outsiders texts are: • The Great Big Book of Families	We follow the E-Safety programme written by National Online Safety. This programme includes two E-Safety themes to be explored each term. During this term, the themes are: • Online Relationships • Online Bullying
NSPCC—PANTS We use the NSPCC PANTS resources and activities to teach children the message that what is in their pants, is private. This is important for ensuring they know what is and isn't appropriate and empowering them to say no to anything that makes them feel uncomfortable. More information about these resources and lessons is available if you wish to speak to your child's teacher.			



If you have concerns about bullying in our school, please inform any school based adult and we will follow our KIVA procedures to: investigate, understand, set targets, communicate clearly and review.

Help us to prevent bullying in our school—Thank you.



Year Two: Discover



These are some of the important words we will be learning about during this project.

RE	History
Celebration	timeline
Diwali	chronological order
Qur'an	Empire Windrush
Muslim	primary source
Hindu	secondary source
Eid-ul-Fitr	describe
Hanukkah	evaluate
Jewish	analyse

Geography:

migrate

immigrant

human and physical geography

refugee

continents:

Asia, Africa, North America, South America, Antarctica, Europe, and Australia

oceans:

Pacific, Atlantic, Indian, Arctic, Southern Ocean