



# Year Two: Explore

Project Question:

## Whose responsibility is it to look after the air we breathe?

Project Values:

<b>Compassion</b>	Treating others with love.
<b>Responsibility</b>	Having a duty or the feeling that you have to do something.
<b>Fairness</b>	When everyone has the same.
<b>Choice</b>	Making the decision to do or not do something.
<b>Consequence</b>	An action that is the result of something or someone else.

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.'





# Year Two: Maths

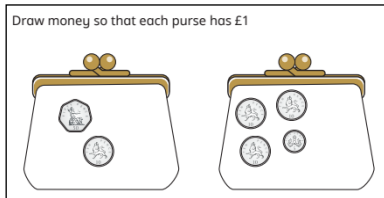
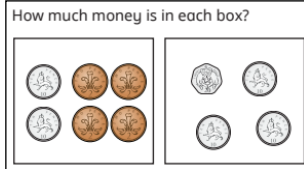


At St Mary's, mathematics is taught daily in a progressive and systematic way, beginning in Reception, all the way through to Year 6. The school uses White Rose Maths as a basis for this planning and sequencing of progression.

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.

## 1. Money (2 weeks)

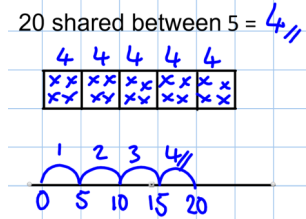
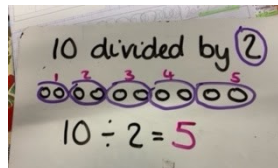
- Count money in pence
- Count money in pounds (notes and coins)
- Choose notes and coins
- Make the same amount
- Compare amounts of money
- Calculate with money
- Make a pound
- Find change
- Solve 2-step problems



## 2. Number: Multiplication and Division (5 weeks)

- Recognise, make and add equal groups;
- Understand multiplication as repeated addition;
- Understand Multiplication sentences using the x symbol;
- Use arrays to represent multiplication;
- Find doubles and halves
- Practice and learn the 2, 10 and 5 times tables;
- Understand division as sharing and grouping;
- Divide by 2, 10 and 5.

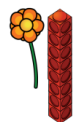
Here are some of the multiplication and division strategies we use.



## 3. Measurement: Length and Height (2 weeks)

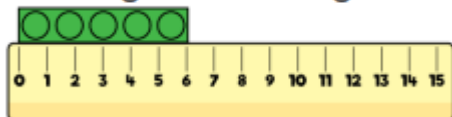
- Compare lengths and heights
- Measure lengths
- Measure length (cm)
- Measure length (m)
- Compare lengths
- Order lengths
- Four operations with lengths

We use non standard measures—like cubes—to start with:



Then we use ruler and begin to measure in centimetres.

How long is the building block?

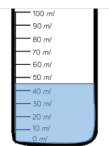


## 4. Measurement: Mass, Capacity & Temperature (3 weeks)

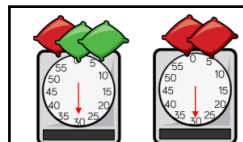
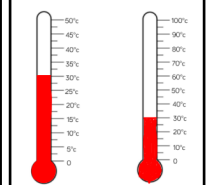
- Introduce weight and mass
- Measure mass Compare mass
- Measure mass in grams
- Measure mass in kilograms
- Introduce capacity and volume
- Measure capacity
- Compare volume

We do lots of practical work with real objects, weights and containers to learn to read scales in different ways.

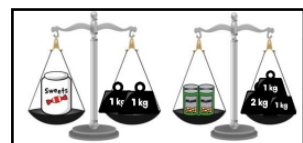
Estimate the amount of water in the container.



What is the same and what is different about the thermometers/temperatures?



Which is heavier, the red or the green beanbag? Explain why.





# 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 learn-

## Writing to express – poetry

Adapted from Deep in the Rainforest poem

Grammar re-cap: Prepositions - where the animals are. (From tree to tree, up high etc.)



## Writing to Entertain:

Retelling section of the story from RE – Zamzam Well .

Grammar re-cap: Adverbs



## Writing to entertain – narrative description

Setting description of the Rainforest and its animals.

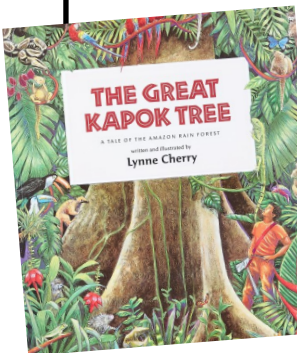
Grammar focus : Adverbs and noun



## Writing to entertain:

A simple narrative based on the No outsiders book – 'Blown Away'.

Grammar re-cap: Conjunctions already taught: and but because.



## Writing to Entertain:

The Great Kapok Tree – A new page for the book.

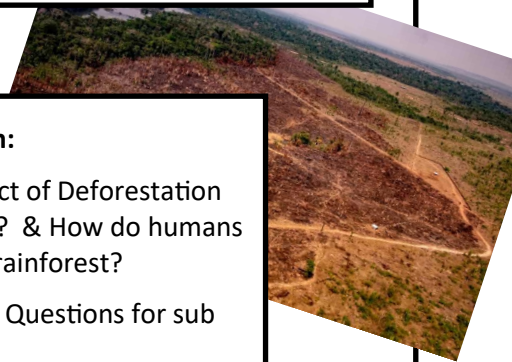
Grammar re-cap: Speech Punctuation - Commands beginning with verbs. E.g. "Don't cut down the tree." the bravest monkey

## Writing to inform:

What is the impact of Deforestation on the rainforest? & How do humans use the Amazon rainforest?

Grammar re-cap: Questions for sub headings.

Grammar re-cap: Conjunctions: and,



## Answering the Project Question:

Whose responsibility is it to look after the air we breathe?

## Writing to Entertain:

Retelling the Easter Story.



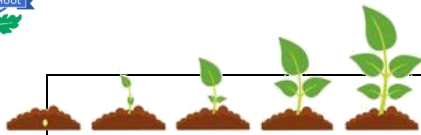
# Year Two: Explore

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

<b>RE</b>	<b>Geography</b>	<b>Design and Technology</b>
Holy	<b>Interpret</b>	<b>Describe</b>
Sacred	<b>Describe</b>	<b>Evaluate</b>
Text	<b>Compare</b>	<b>Refine</b>
Miracle	<b>Contrast</b>	<b>Combine</b>
Desert	<b>Analyse</b>	<b>Develop</b>
	<b>Evaluate</b>	<b>Communicate</b>
Holy Books		Design brief
Bible	Map	Vehicle
Qur'an	Aerial photograph	Wheel
Guru Granth Sahib	Compass	Axle
	Continent	Axle holder
Valuable	Ocean	Chassis
Prodigal	Rainforest	frame
	Deforestation	Rotate



# Year Two: Explore Science



## Plants

We learn to observe and describe how seeds and bulbs grow into mature plants and find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. We investigate planning our own fair test to find out how to help a plant grow in the most healthy way.

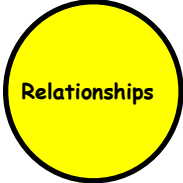


We learn about the different parts of a plant and the lifecycle of flowering plants including pollination and seed dispersal. We find out how plants use carbon dioxide and give out oxygen.

**Important Vocabulary:** bulbs, seeds, roots, grow, temperature, soil



## 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:

Respectful Relationships & Anti-Bullying	No Outsiders	E-Safety
<p>We learn about what it means to have happy and safe relationships. We explore how we can be a good friend and what this means for us at school. Our PSHE learning helps us to identify our special and important relationships and know who we can talk to if we have a worry or problem.</p> <p><b>Anti-Bullying and preventing Peer on Peer Abuse at St Mary's:</b></p> <p>Our children have lessons focussed on learning our values, demonstrating kindness and understanding that bullying, in any form, is unacceptable;</p> <p>-Two clear messages are taught through school:</p> <ol style="list-style-type: none"> <li>To define bullying we say, "STOP -Several Times on Purpose." If this is what has happened, then it is bullying.</li> <li>To encourage pupils to use their voice, we encourage them to: "Start Telling Other People."</li> </ol> 	<p>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:</p> <ul style="list-style-type: none"> <li>Blown Away</li> <li>The First Splodge</li> </ul> 	<p>We follow the E-Safety programme written by National Online Safety. This programme includes two E-Safety themes to be explored each term.</p> <p>During this term, the themes are:</p> <ul style="list-style-type: none"> <li>Online Reputation</li> <li>Privacy and security</li> </ul> 

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: Explore

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

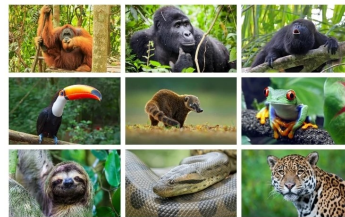
## Read it...

Ready any non-fiction books about **South America** or the **Rainfor-**



## Write it...

Pick an **animal** who lives in the **Rain-**  
**forest** and write some facts about it.



## Draw it...

Create a poster about ways that you can **save energy**.



## Make it...

Make your **own car** using any materials that you have at home.



## Visit it...

The tropical plants at the **Botanical Gardens**. **Lickey hills** to look at the different layers of plant growth.



## Memorise it...

3 things that are made from **palm oil**.

