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| **Wibsey Web LogoYear Group 2 Yearly Learning Challenge Overview 2022 / 2023** |
|  | **AUTUMN TERM** | **SPRING TERM** | **SUMMER TERM** |
| **Prime Learning Challenge** | What can I see in Wibsey?  | Who was the bravest adventurer? | Why did London have to be rebuilt in 1666? | How is life in Chembakoli different to life in Wibsey?  | What conditions are best for plants to grow?  | How are the Yorkshire Dales and the Coast different?  |
| **Subject Driver** | Geography | History | History | Geography | Science | Geography |
| **English** ReadingPhonics | Word Reading - Phonics* RWI

Comprehension* Retrieval
 | Word Reading - Phonics* RWI

Comprehension* Retrieval
* Inference
 | Word Reading - Phonics* RWI

Comprehension* Retrieval
* Inference
 | Word Reading - Phonics* RWI

Comprehension* Retrieval
* Inference
* Knowledge of text structure and organisation
 | Word Reading - Phonics* RWI

Comprehension* Retrieval
* Inference
* Understanding the techniques and

language | Word Reading - Phonics* RWI

Comprehension* Retrieval
* Inference
* Responding to texts and developing a critical response
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| **Writing** Grammar Punctuation Spelling Forms of Writing  | Forms of writing* Character description
* Retelling a story
* Narrative - Recount of visit

Composition* Planning - oral planning / recording key ideas including new vocabulary
* Writing
* Evaluating / editing – make simple additions and revisions. Proof read for spelling, punctuation and grammar errors
* Read aloud

 Handwriting * I i t z

Grammar, Punctuation and Spelling* Spellings linked to phonic group
* Y1 common exception words
* Capital letters, finger spaces, full stops
* Simple sentence structure
* Conjunctions: and
 | Forms of writing* Narrative - Story retell / innovation
* Instructions – moon buggy

Composition* Planning - oral planning / recording key ideas including new vocabulary
* Writing
* Evaluating / editing – make simple additions and revisions. Proof read for spelling, punctuation and grammar errors
* Read aloud

 Handwriting * c a d g o q e s

Grammar, Punctuation and Spelling* Spellings linked to phonic group
* Y1 / 2 common exception words
* Capital letters, finger spaces, full stops
* Simple sentence structure
* Conjunctions: and / but
 | Forms of writing* Diary entry – writing for self
* Letter – as T Farriner
* Narrative - Recount of visit

Composition* Planning - oral planning / recording key ideas including new vocabulary
* Writing
* Evaluating / editing – make simple additions and revisions. Proof read for spelling, punctuation and grammar errors
* Read aloud

 Handwriting * b h m n p u

Grammar, Punctuation and Spelling* Spellings linked to phonic group
* Y1 / 2 common exception words
* Capital letters, full stops, question marks
* Simple sentence structure
* Expanded noun phrases
* Past tense - ed
 | Forms of writing* Writing to provide information - Information text: India
* Setting descriptions
* Instructions

Composition* Planning - oral planning / recording key ideas including new vocabulary
* Writing
* Evaluating / editing – make simple additions and revisions. Proof read for spelling, punctuation and grammar errors – check tenses are consistent
* Read aloud

 Handwriting * r v w x

Grammar, Punctuation and Spelling* Spellings linked to phonic group
* Y1 / 2 common exception words
* Capital letters, full stops, question marks, commas in a list
* Expanded noun phrases
* Conjunctions: when, if, that, because
 | Forms of writing* Narrative - Story retell / innovation
* Letter

Composition* Planning - oral planning / recording key ideas including new vocabulary
* Writing
* Evaluating / editing – make simple additions and revisions. Proof read for spelling, punctuation and grammar errors– check tenses are consistent
* Read aloud

 Handwriting * f j k y

Grammar, Punctuation and Spelling* Spellings linked to phonic group
* Y2 common exception words
* Capital letters, full stops, exclamation marks, apostrophe for contractions
* Expanded noun phrases
* Conjunctions (subordination): when, if, that, because
 | Forms of writing* Poetry

Composition* Planning - oral planning / recording key ideas including new vocabulary
* Writing
* Evaluating / editing – make simple additions and revisions. Proof read for spelling, punctuation and grammar errors– check tenses are consistent
* Read aloud

 Handwriting * Capital letters

Grammar, Punctuation and Spelling* Spellings linked to phonic group
* Y2 common exception words
* Capital letters, full stops, possessive apostrophe
* Adverbs
* Suffixes
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| **Text of term / Author Focus** | Bog babyJenne Willis | How to catch a starOliver Jeffers | Toby and the Great Fire of LondonMargaret Nash | Around the world in 80 days | Where the Wild Things AreMaurice Sendak | The snail and the whaleJulia Donaldson |
| **Mathematics** | Number and Place Value* Compare and order numbers from 0 -100
* Count, read and write numbers to at least 100 (numerals and words)
* Place value of each digit in two-digit number
* Count in steps of 2,3 and 5 from 0, and in tens

Money* Recognize notes and coins

Statistics* Interpret and construct simple pictograms, tally charts, block diagrams and simple tables
 | Addition and Subtraction* Addition and subtraction facts to 20
* Add and subtract numbers – TU and U, TU and TU, and three one-digit numbers
* Commutative rule
* Inverse relationship between addition and subtraction
* Mental and written methods

Money* Addition and subtraction of money of the same unit, including giving change
 | Multiplication and Division* Multiplication / division facts for the 2,5 and 10 tables
* Odd / even numbers
* Multiplication and division statements
* Commutative rule
* Solve problems involving multiplication and division

Shape* Properties of 2D and 3D shapes
* Compare and sort 2D and 3D shapes
 | Fractions* Fractions of a length, shape, set of objects or quantity

Money* Use symbols for pounds and pence
* Combine amounts and find different combinations of coins that make the same amounts
 | Measurement * Appropriate standard units to estimate / measure length / height, mass, capacity
* Compare and order lengths, mass, volume / capacity

Time* Time to 5 minutes, including quarter past / to the hour
* Minutes in an hour, hours in a day
 | Position and direction* Patterns and sequences
* Position, direction and movement
* Rotation – right angles / quarter / half / three-quarter turns
* Clockwise / anti-clockwise
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| **Science** | Living things and their habitats* Plants and animals and their habitats – how living things are suited to their habitats and how their habitats provide for their basic needs
* Simple food chains
 | Uses of everyday materials* Suitability of different materials for particular uses
* Changing the shapes of some materials by squashing, bending, twisting, stretching
 | Animals including humans* Animals have young that grow into adults
* Basic needs of animals for survival
* Importance of exercise, a balanced diet and hygiene for humans
 | Plants including light* What plants need to grow and stay healthy
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| **History**  |  | Fabulous Firsts!Lives of significant individuals who have contributed to international achievements:Christopher ColumbusNeil Armstrong / Valentina TershkovaAmelia Earhart | The Great Fire of LondonSignificant national historical event beyond living memorySignificant individuals: Christopher Wren Samuel Pepys |  |  |  |
| **Geography** | Where I live: Wibsey * Study of a small area of the UK
* Physical and Human features of the locality
* Fieldwork- Wibsey

Catch up unit |  |  | Chembakoli* Study of a non-European contrasting locality
* Physical and Human features of the locality
* Continents and oceans
* Compare and contrast Chembakoli and Wibsey
 |  | Where I live: Yorkshire * Study of a small area of the UK (Yorkshire)
* Physical and Human features of contrasting localities within Yorkshire (coast and Dales)
* Fieldwork- coast and Dales
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| **Design and Technology**DesignMake Evaluate |  | Mechanisms Moon BuggyWheels and axels |  | Cooking and NutritionNaan Bread Pizza* The basic principles of a healthy and varied diet
* Understand where food comes from
 | TextilesWild thing puppet* Cutting, shaping and joining
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| **Art and Design** | Painting* Tints and shades
* Artist: Kandinsky
 |  | Drawing / Collage* 3D form
* Artist: Samuel Rolle
 | PrintingEaster cards | Drawing* Tone
* Artist: Georgia O’Keefe
 | Sculpture* Coil plant pot
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| **Computing** | Computer science * Understand what algorithms are and create and debug simple programs.
* Predict the behaviour of simple programs using logical reasoning
 | E-Safety * Use communication software on different devices safely

IT * Use technology purposefully to create, organize, store, manipulate and retrieve digital content.
 | IT * Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
 | E-Safety * Use communication software on different devices safely

Digital Literacy * Store information can be stored on devices and networks
 | E-Safety * Use communication software on different devices safely

IT * Use technology purposefully to create, organize, store, manipulate and retrieve digital content.
 | E-Safety * Can use communication software on different devices safely

IT * Use technology purposefully to create, organize, store, manipulate and retrieve digital content.
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| **Music** | * Rhythmic patterns
* Using a variety of different instruments
 | * Preparing for performance / learning unfamiliar songs: Nativity
 | * Exploring Duration
* Using a variety of different instruments
 | * Using Tempo and Dynamics
* Using a variety of different instruments
 | * Exploring instruments and symbols/Pitch

(Using 3 or more notes) | * Looking at notation
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| **PE** Games Gymnastics Dance | Class | Games Throwing and catching skills Accuracy in the use of a range of equipment whilst following the rules of a game | GymnasticsCombine a variety of controlled movements, actions and shapes to perform a sequence  | DancePerforming sequences at different speeds and levels to match the music genre | GamesStriking and fieldingAccuracy in the use of a range of equipment whilst following the rules of a game | AthleticsRecognize the correct speed needed whilst running a given distanceDemonstrate control whilst jumping, hopping and throwing |
| PPA | GymnasticsCombine a variety of controlled movements, actions and shapes to perform a sequence | DancePerforming sequences to match the music genre | Games Throwing and catching skills Further develop accuracy  | GymnasticsCombine a variety of controlled movements, actions and shapes to perform a sequence | GamesStriking and fieldingAccuracy in the use of a range of equipment whilst following the rules of a game |
| **RE**Christianity (C)Islam (I) Judaism (J)  | Welcoming new life  | Making good choices | How and why people pray | Looking after the planet |  Jesus taught and how he lived  |
| **Spanish** | **Listening** - Use listening skills to hear sounds, words and phrases in Spanish. **Speaking** - Join in with rhymes, songs and stories. Explore saying sounds, words and phrases in Spanish.**Reading** - Recognize and read out familiar words in Spanish. **Writing** - Copy familiar words in Spanish. |
| **Phonics** Sounds in classroom instructions **Vocabulary**Classroom instructions Recall numbers Recall greetings and giving name **Grammar** Imperatives  | **Phonics** Sounds in body parts **Vocabulary**Body parts **Grammar** Definite articles **Songs/rhymes** Head, shoulders, knees and toes | **Phonics** Recall sounds in colours, body parts and numbers **Vocabulary** Colours, body parts, numbers and feelings **Grammar** Simple sentences, adjective word order, **Question** ¿Cómo estás? **Story Telling** The Colour Monster | **Phonics** Sounds in fruit and vegetable nouns and days of the week **Vocabulary**Colours, numbers, days of the week and fruit/vegetable nouns **Grammar** Plural nouns and definite articles **Story Telling** The Hungry Caterpillar |
| **WSFL** | Developing a healthy lifestyle | Managing relationships | Effective decision making  | Understanding rights and responsibilities  | Managing media  | Managing finances |
| **BLP Muscle** | Managing distractionsPerseverance  | Managing distractionsAbsorption | Managing distractions Imagining | Managing distractionsImitation | Managing distractionsListening & Empathy | Managing distractionsQuestioning |
| **Core Learning Experience** | Wibsey walk Nell Bank- senses and adaptations |  | Bolling Hall |  |  | Trip to the seaside/coast |