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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**  Reading  Phonics | | 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 | |
| **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 | |
| **Text of term / Author Focus** | | Bog baby  Jenne Willis | How to catch a star  Oliver Jeffers | Toby and the Great Fire of London  Margaret Nash | | Around the world in 80 days | Where the Wild Things Are  Maurice Sendak | The snail and the whale  Julia 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 | |
| **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 | | |
| **History** | |  | Fabulous Firsts!  Lives of significant individuals who have contributed to international achievements:  Christopher Columbus  Neil Armstrong / Valentina Tershkova  Amelia Earhart | The Great Fire of London  Significant national historical event beyond living memory  Significant 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 | |
| **Design and Technology**  Design  Make  Evaluate | |  | Mechanisms  Moon Buggy  Wheels and axels |  | | Cooking and Nutrition  Naan Bread Pizza   * The basic principles of a healthy and varied diet * Understand where food comes from | Textiles  Wild thing puppet   * Cutting, shaping and joining |  | |
| **Art and Design** | | Painting   * Tints and shades * Artist: Kandinsky |  | Drawing / Collage   * 3D form * Artist: Samuel Rolle | | Printing  Easter cards | Drawing   * Tone * Artist: Georgia O’Keefe | Sculpture   * Coil plant pot | |
| **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. |
| **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 | |
| **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 | Gymnastics  Combine a variety of controlled movements, actions and shapes to perform a sequence | Dance  Performing sequences at different speeds and levels to match the music genre | | Games  Striking and fielding  Accuracy in the use of a range of equipment whilst following the rules of a game | Athletics  Recognize the correct speed needed whilst running a given distance  Demonstrate control whilst jumping, hopping and throwing | | |
| PPA | Gymnastics  Combine a variety of controlled movements, actions and shapes to perform a sequence | Dance  Performing sequences to match the music genre | Games  Throwing and catching skills  Further develop accuracy | | Gymnastics  Combine a variety of controlled movements, actions and shapes to perform a sequence | Games  Striking and fielding  Accuracy 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 distractions  Perseverance | Managing distractions  Absorption | Managing distractions Imagining | | Managing distractions  Imitation | Managing distractions  Listening & Empathy | Managing distractions  Questioning | |
| **Core Learning Experience** | | Wibsey walk  Nell Bank- senses and adaptations |  | Bolling Hall | |  |  | Trip to the seaside/coast | |