

# TOPIC BOOKLET

## Further Information:

[www.bookstart.co.uk](http://www.bookstart.co.uk)

This website provides information about the national Book-start scheme and the Bookstart packs that your child will receive as a baby, a toddler and at age three to four. It also gives information about sharing books with your child. You can find out about Bookstart events in your area, which you can attend with your child.

[www.wordsforlife.org.uk/baby](http://www.wordsforlife.org.uk/baby) - This website provides lots of information for parents and carers of babies and young children, and suggestions of activities, features, DVDs, books and events that are both useful and fun. You can have their free newsletter emailed to you directly.

[www.nationalliteracytrust.org.uk/familyreading/parents](http://www.nationalliteracytrust.org.uk/familyreading/parents) - The Family Reading Campaign website provides a wealth of information to support you and your family. The Family Reading Campaign works to encourage reading in the home. It also offers many links to further websites.

[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk) - Has lots of information for parents and interactive games your child can play at home.

[www.mrthorne.com](http://www.mrthorne.com) - Mr Thorne does phonics has lots of videos to help you pronounce the phonemes correctly. Also links to Mr Thorne phonics apps.

[www.topmarks.co.uk/parents/ten-tips-on-hearing-your-child-read](http://www.topmarks.co.uk/parents/ten-tips-on-hearing-your-child-read) - 10 top tips for reading with children.

[www.hairyphonics.com](http://www.hairyphonics.com) - Explore the hairy island. Learn all the sounds through playing games.

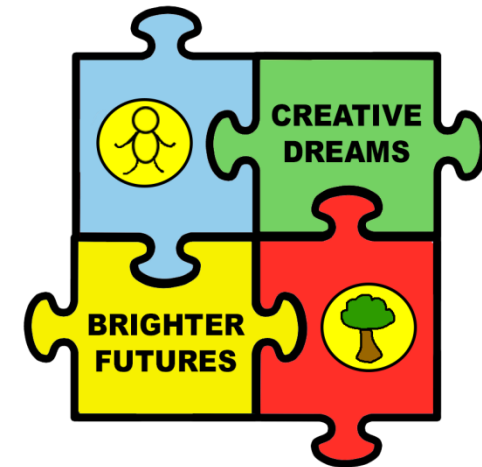
[www.mad4maths.com](http://www.mad4maths.com) - Times tables and games

<http://uk.ixl.com/> - All areas of maths. Helps children with any misconceptions as they go along.

<http://nrich.maths.org> - Problem solving activities

[www.ictgames.com](http://www.ictgames.com) - All areas of maths through games.

[www.albertpritchard-woodgreen.co.uk](http://www.albertpritchard-woodgreen.co.uk) - Access to our learning platform Frog.



What is **Frog**?  
**online** teaching and learning **made**  
**simple**  
**for everyone**



**Year: 2**

## Art

I will:

- use a range of materials creatively to design and make products.
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

## P.E.

I will:

- perform dances using simple movement patterns.

# Bollywood

## Geography

I will:

- identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

use basic geographical vocabulary to refer to:

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

## DT

I will:

- Select from and use a wide range of materials and components.
- Evaluate my ideas and products against design criteria.
- Build structures, exploring how they can be stronger, stiffer and more stable.

## Music

I will:

- use my voice expressively and creatively by singing songs and speaking chants and rhymes.
- play tuned and untuned instruments musically.

**Term: Autumn 1**

## P.E.

I will:

- Perform dances using simple patterns.
- Develop balance, agility and coordination.

## Art

I will:

- use a range of materials creatively to design and make products.
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

## Literacy - Speaking and Listening

I will:

- listen and respond appropriately to adults and my peers.
- ask relevant questions to extend my understanding and knowledge.
- use relevant strategies to build my vocabulary.
- give and explain answers, thoughts and opinions in detail.
- give descriptions, explanations and narratives for different purposes, including for expressing feelings.
- maintain attention and participate actively in conversations and discussions.
- Use spoken language to develop understanding through imagining and exploring.

## Literacy – Reading

I will:

**Develop pleasure in reading, motivation to read, vocabulary and understanding by:**

- listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which I can read independently.
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.

# Ahoy Me Hearties!

## Design and Technology

I will:

- design purposeful, functional, appealing products for myself and other users based on design criteria.
- generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
- select from and use a range of tools and equipment to perform practical tasks.
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.
- explore and evaluate a range of existing products.
- evaluate ideas and products against design criteria.

## Literacy – Composition

I will:

- become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales and use these to support my writing.

# I'm A Storyteller

## Design Technology

I will:

- Design
  - Design purposeful, functional and appealing products for myself and other users based on design criteria.
- Make
  - Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].
- Evaluate
  - Explore and evaluate a range of existing products.

## Art

I will:

- Use drawing, painting and sculpture to develop and share my ideas, experiences and imagination.

Term: Spring 1

Term: Spring 2

## Art

I will:

- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Use a range of materials creatively to design and make products.
- Develop a wide range of art and design techniques.
- Learn about the work of a range of artists, craft makers and designers.

## Geography

I will:

- identify seasonal and daily weather patterns in the United Kingdom.
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment.

## Design & Technology

I will:

- design purposeful, functional, appealing products for myself and other users based on design criteria.
- generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
- select from and use a range of tools and equipment to perform practical tasks.
- explore and evaluate a range of existing products.
- build structures, exploring how they can be made stronger, stiffer and more stable.
- explore and use mechanisms.

## Geography

I will:

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map.
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment.

# Call Me David Attenborough!

# Time Traveller

## History

I will:

- investigate the lives of significant individual in the past who have contributed to national and international achievements.
- Learn about changes within living memory.
- Learn about events beyond living memory that are significant nationally or globally.
- Learn about the significant individuals in the past who have contributed to national and international achievements.
- Learn about significant historical events, people and places in my own locality.

## Science

I will:

- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- identify and name a variety of plants and animals in their habitats, including micro-habitats.
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
- notice that animals, including humans, have offspring which grow into adults.
- find out about and describe the basic needs of animals, including humans, for survival.
- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.

Term: Summer 1 and 2

Term: Autumn 2