



Year Two: Express

Project Question:

How can understanding how we feel help us to help others?

Project Values:

| | |
|-----------------------|---------------------------------------------------------------------|
| Influence | When we use what we know to change someone else's mind. |
| Choice | Making the decision to do or not do something. |
| Care | Showing kindness and love. |
| Responsibility | Feeling that we should do something because we know that we should. |
| Courage | Having the inner strength to do something when it is hard to do. |

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



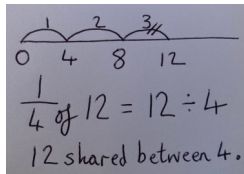
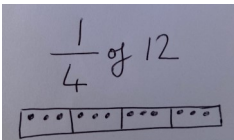
At St Mary's, mathematics is taught daily in a progressive and systematic way, beginning in Reception, all the way through to Year 6. The school uses White Rose Maths as a basis for this planning and sequencing of progression.

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. Number: Fractions (3. weeks)

- Make equal parts;
- Recognise and find a half;
- Recognise and find a quarter;
- Recognise and find a third;
- Understand unit fractions;
- Understand non-unit fractions;
- Find equivalence to one half;
- Find three quarters;
- Count in fractions.

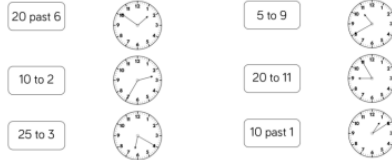
These are the strategies we use for finding a fraction of an amount:



2. Measurement: Time (3 weeks)

- Telling time to the hour
- Telling time to the half hour
- O'clock and half past
- Quarter past and quarter to
- Telling time to 5 minutes
- Writing time Hours and days
- Find durations of time
- Compare durations of time

Match the times to the correct clock.



We learn to tell the time to the nearest 5 minutes using to and past.

How much time has passed from the start to end time?



$$+5 +5 +5 +5 = 20 \text{ mins}$$

1:20 1:25 1:30 1:35 1:40

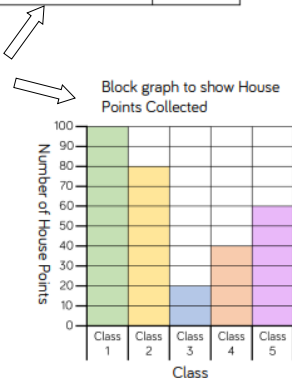
We use 'time-lines' to find the differences between times.

3. Statistics (2 weeks)

- Make tally charts;
- Draw pictograms;
- Interpret pictograms
- Interpret and make block diagrams.

| Favourite Colour | Tally | Total |
|------------------|-------|-------|
| Blue | | |
| Red | | |
| Yellow | | |
| Green | | |

These are what some of the charts will look like.



4. Geometry: Position and Direction (2 weeks)

- Describe position
- Describe movement
- Describe turns
- Describe movement and turns
- Making patterns with shapes

We begin by using the vocabulary of position in different contexts:

Think about where you are sitting in the classroom. What can you see around you? Complete the table.

| In front of me | Behind me | To the left of me | To the right of me |
|----------------|-----------|-------------------|--------------------|
| | | | |

We extend this into using: right, left, up, down, for-

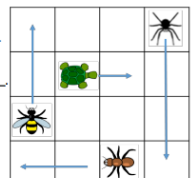
Complete the stem sentences to describe the movements made.

The has moved 1 square _____.

The has moved _____ squares _____.

The _____ has moved 2 squares up.

The _____ has moved _____ squares down.





Year Two : English

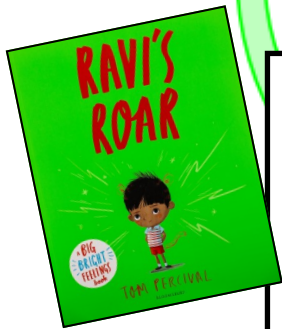
At St Mary's, we strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners. We believe that English learning is key to this. We aim to ensure that all of our children develop a genuine love of 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 Express: Poetry
Poems inspired by Feelings by Libby Walden
Grammar Focus: Conjunctions

Writing To Entertain
Retelling the story of Hanukah
Grammar Focus: Adverbs and verbs



Writing to Entertain
Narrative based on Ravi's Roar by Tom Percival
Grammar Focus: Exclamations

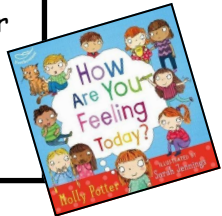


Writing to Entertain
Alternative Ending to Ravi's Roar
Grammar Focus: Editing and Improving



Writing to Entertain:
Narrative based on The Three Little Wolves and the Big Bad Pig by Eugene Trivizas and Helen Oxenbury
Grammar Focus: Description and Noun Phrases

Writing to Inform
Information writing based on How Are You Feeling Today? by Molly Potter
Grammar Focus: Commas in lists



Answering the Project Question
How can understanding how we feel help us to help others?



Year Two: Express



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

| RE | PSHE & RE |
|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| Torah Synagogue Judaism Shabbat belonging faith worship Hanukkah Menorah miracle commandment | Mental - wellbeing self-care range of emotions happiness anger sadness fear worry support |

| Art and Design: | Music |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| Explore Identify Describe Experiment Plan Create Combine artist layers combine cubism tone primary colours secondary colours shade symbol tearing overlapping landscape collage sketch still background foreground | dynamics duration tempo timbre texture structure pulse pitch notation compose appraise |



Year Two: Express



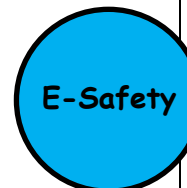
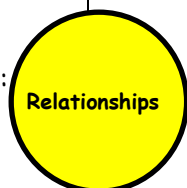
| Living Things and their Habitats | Animals including Humans |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>We explore the differences between things that are living, dead, and things that have never been alive. We learn that most living things live in habitats to which they are suited and we describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. We identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> | <p>Our Science learning in this unit is all about what different animals need to grow and be healthy.</p> <p>We notice that all animals, including humans, have offspring which grow into adults and learn about the basic needs of animals for survival. When we think about how humans can grow healthily, we explore the importance of a balanced diet, exercise and hygiene.</p> |
| <p>Important Vocabulary: living things, habitats, conditions, living, dead, alive, micro-habitat, food, food chain, prey, predator</p> | <p>Important Vocabulary: Offspring, grow, adult, survival, exercise, hygiene, nutrition, reproduce</p> |



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 | Healthy Me | 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>Anti-Bullying and preventing Peer on Peer Abuse at St Mary's:</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"> To define bullying we say, "STOP -Several Times on Purpose." If this is what has happened, then it is bullying. To encourage pupils to use their voice, we encourage them to: "Start Telling Other People." | <p>We think about the different meanings of 'healthy' and how we can keep ourselves healthy. We learn about keeping our bodies healthy by choosing what we eat, keeping ourselves clean, and being safe with medicines. We find out about road safety and the important rules to follow. We think about how being happy is important to being healthy too.</p> | <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"> The Odd Egg Just because | <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"> Self-Image and Identity Health, Wellbeing and Lifestyle |



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.

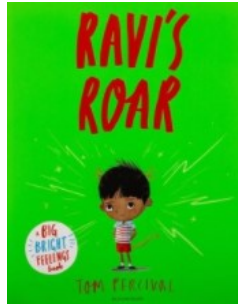


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Here are some ideas of activities you can try at home to help you learn more about this term's project.

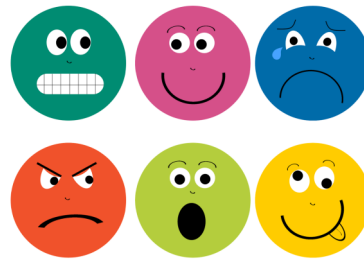
Read it...

Read the story 'Ravi's Roar' by Tom Percival. Talk to your family about the book and how it made you feel. (Or find it on youtube!)



Write it...

Write your own poem about feelings. What makes you feel happy? What makes you feel sad?



Draw it...

Create a piece of artwork to represent what makes you happy.



Make it...

Listen to different pieces of music and use colours to represent the emotions you feel as you are listening.



Visit it...

Do something over the break that makes you happy! Take a photograph and bring it in to share with the class.



Memorise it...

Create your own version of the song, 'If you're happy and you know it...' You could change the words to describe a different feeling.

