



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



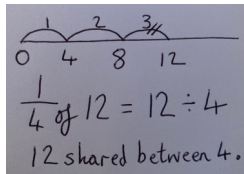
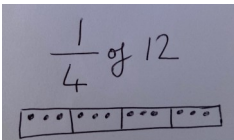
At St Mary's, mathematics is taught daily in a progressive and systematic way, beginning in Reception, all the way through to Year 6. The school uses White Rose Maths as a basis for this planning and sequencing of progression.

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.

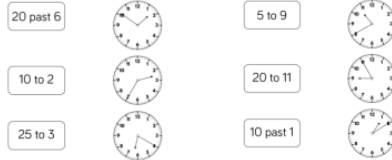
These are the strategies we use for finding a fraction of an amount:



2. Measurement: Time (3 weeks)

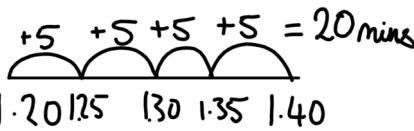
- Telling time to the hour
- Telling time to the half hour
- O'clock and half past
- Quarter past and quarter to
- Telling time to 5 minutes
- Writing time Hours and days
- Find durations of time
- Compare durations of time

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?



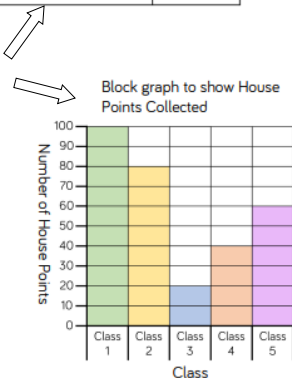
We use 'time-lines' to find the differences between times.

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-

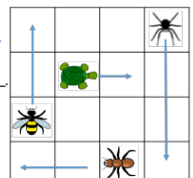
Complete the stem sentences to describe the movements made.

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

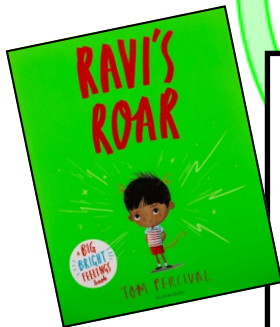
Poems inspired by Feelings by Libby Walden

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:

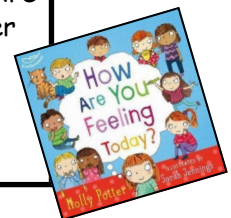
Narrative based on The Three Little Wolves and the Big Bad Pig by Eugene Trivizas and Helen Oxenbury

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 Science



Animals including Humans

Our Science learning in this unit is all about what different animals need to grow and be healthy. 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.

Important Vocabulary: Offspring, grow, adult, survival, exercise, hygiene, nutrition, reproduce

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	My Happy Mind	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>During this term, we explore two different My Happy Mind modules.</p> <p>Relate:</p> <p>In this module we find out how to be a good friend. We think about how to listen actively to others and how to see things from a different perspective.</p> <p>Engage:</p> <p>In this module, we think about our future goals and how to set Big Dream Goals that support our happiness and achievements.</p> <p><i>You can access the Parent Portal of the My Happy Mind app for more information about My Happy Mind.</i></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.

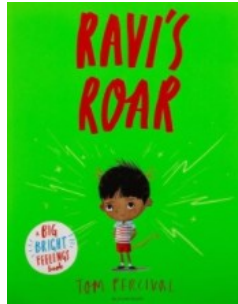


Year Two: Express

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

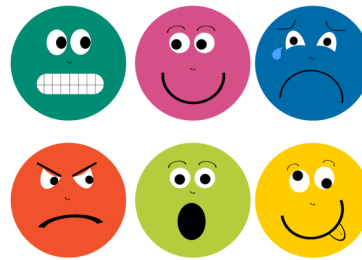
Read it...

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.

