

Core Learning Skills	As Successful Learners...	Core Learning Skills		
<p>As Writers and Readers...</p> <p>This term our core text is 'Katie's Picture Show' by James Mayhew. Our first writing outcome will be a narrative: innovating the plot. Within our 3-phase approach to writing we will focus on the following skills:</p> <ul style="list-style-type: none"> – coordinating conjunctions – past and present tense used correctly – time adverbials to develop cohesion – noun phrases <p>Later in the term we will also complete a unit on Non-Fiction writing, ensuring the breadth of our writing curriculum opportunities. Our final outcome from our non-fiction unit will be a recount/non-chronological report.</p> <p>Our focus is always on developing ourselves as readers who write and writers who read, and we will draw on our reading when writing. At Gagle Brook we emphasise the importance of reading widely and are passionate about reading. This term the children will explore a variety of texts linked to our core texts, giving contextual knowledge and developing their reading skills using 'Look, Clue, Think, Word'.</p> <p>We follow the Read, Write Inc Spelling and phonics programme in Year 2.</p>	<p>As successful learners we will continue to learn with others.</p> <p>We will be encouraged to feel safe in our learning and feel that "we can".</p> <p>We will be involved in reviewing and improving our learning.</p> <p>We will be encouraged to have fun and enjoy our learning.</p> <p><i>"At the end of the day we can endure much more than we think we can."</i></p> <p><i>Frida Kahlo</i></p>	<p>As Historians...</p> <p>Significant events, people and places in history</p> <p>We are learning: We will develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>The children will use a wide vocabulary of everyday historical terms.</p> <p>To know about changes within living memory, which reveal aspects of change in national life.</p> <p>To know about significant historical events, people and places in their own locality.</p> <p>We will continue to create a time line of birth through to current age.</p> <p>Key Questions</p> <ul style="list-style-type: none"> • Can we identify similarities and differences between ways of life in different periods? • How were things different in the past? • How can we use different sources of evidence to find out about the past? 	<p>As Theologists...</p> <p>Gifts and giving</p> <p>We are learning: To understand beliefs and teachings.</p> <p>To understand practices and lifestyles.</p> <p>To understand how beliefs are conveyed.</p> <p>To reflect.</p> <p>To understand values.</p> <p>Knowledge: What is Christmas? How is Christmas celebrated? Christmas presents. What is Eid al-Fitr? How is Eid al-Fitr celebrated? Eid al-Fitr presents</p>	<p>As Technologists...</p> <p>We always begin our computing learning by discussing our SMART rules.</p> <p>Online Bullying To know and explain what bullying is and how it is experienced.</p> <p>Multimedia Digital Photography To use a digital device to take a photograph.</p> <p>To make choices when taking a photographs.</p> <p>To describe what takes a good photograph.</p> <p>To decide how photographs can be improved.</p> <p>To use tools to change an image.</p> <p>To recognise that photos can be changed.</p>
<p>As Mathematicians...</p> <p>We will begin the term by revisiting number and place value, counting in 2s, 5s and 10s. We will continue to build on the children's understanding of place value in 2-digit numbers. We will use a range of strategies and manipulatives to deepen our understanding of number and place value.</p> <p>We will then learn to recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. The children will recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. They will be able to show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p> <p>Finally, we will identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line, then compare and sort common 2-D and 3-D shapes and everyday objects.</p>	<p>PHSE</p> <p>Celebrating difference</p> <p>Boys and Girls Why does bullying happen? Standing up for myself Why does bullying happen?</p>  <p>Values for life</p> <p>The value for term 2 is: Resilience</p> <p>Our key figure this term is: Frida Kahlo</p>	<p>As Scientists...</p> <p>Working Scientifically</p> <p>We are learning: To work scientifically.</p> <p>To investigate, observe and record in a logical way.</p> <p>To engage safely in practical investigations or experiments.</p> <p>As Artists...</p> <p>We are learning: To copy an original print. To use a variety of materials, e.g. sponges, fruit, blocks. To demonstrate a range of techniques, e.g. rolling, pressing, stamping, rubbing and using stencils. To build repeating patterns.</p> <p>Our focus is print.</p> <p>Print with a range of hard and soft materials (corks, sponges etc) Make simple marks on rollers and printing palettes. Take simple prints (mono prints). Roll ink over found objects such as mesh/stencils. Build repeating patterns and recognise patterns in the environment Create simple pattern with a press print. Design more repetitive patterns.</p>	<p>As Athletes...</p> <p>Gymnastics Unit I To describe and explain how performers can transition and link gymnastic elements.</p> <p>To perform with control and consistency basic actions at different speeds and on different levels.</p> <p>To challenge themselves to develop strength and flexibility.</p> <p>To create and perform a simple sequence that is judged using simple gymnastic scoring.</p>	<p>Living things and their habitats (Y2)</p> <p>We are learning: To explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>To identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>As Musicians...</p> <p>We are learning: To perform musically.</p> <p>To listen with concentration.</p> <p>To experiment with sounds using the inter-related dimensions of music.</p> <p>To describe music.</p> <p>We will also learn to play a tuned musical instrument as a whole class under the instruction of a trained music teacher from Oxfordshire County Music Service.</p> 