

## Year 2 Spring Term

# Water, water everywhere...and not a drop to drink

In January 2024, the Year 2 children will begin their Spring Term Learning Expedition, focusing on the guiding question:

***“What can we do to help people have the water that they need?”***

### Hook

The children will begin to learn the importance of water by immersing themselves in the role of a child living in an area with limited access to it. They will attempt to collect water and return it to their family home but be faced with a series of obstacles. This will allow them to appreciate how lucky they are to have such easy access to water and feel driven to help those who aren't so fortunate.

### Our Learning:



Through our sustainability learning (Case Study 1), we will develop our awareness and understanding of the sustainability goals: SDG3: Ensure healthy lives and promote well-being for all at all ages; SDG6: Ensure access to water and sanitation for all.



Water is so precious because life on Earth depends upon it. Our lives, the lives of every person in the world and the lives of every single plant and animal depend upon water. Not one living thing on Earth can survive without it! In fact, our bodies are mostly made up of water! 70% of earth is water. We will discover the negative impact that a limited supply to water has on people and discuss what others, including charities are doing to improve this situation. We will reflect on our own usage, thinking carefully about water waste and how to reduce this. This will lead us to think about ways to inspire others to do the same and help improve the lives of others.

In our geography learning (Case Study 2), we will consolidate our knowledge of the 5 oceans as we discuss that, despite our earth being made up of 70% water, many families do not have access to clean drinking water. We will develop our map skills to locate areas affected by this issue, describing where they live geographically whilst building our knowledge of continents, the equator, hemispheres and the poles.



Through our learning of science (Case Study 3), we will discover the basic needs of humans and the importance of good health and personal hygiene. Alongside this, we will develop this knowledge by considering other living things, investigating the conditions needed for a plant to grow effectively.

Through our PSHE learning (Case Study 4) on dreams and goals, the children will learn to work collaboratively to set a feasible goal and celebrate their achievements. This will allow them to work together to set and work towards a goal to help people have the water that they need. In our second PSHE unit, we learn more about what we need to keep our bodies healthy. This includes how to feel relaxed; the importance of medicine; using medicines safely and how to make healthy eating decisions.

### Final Product and Family Learning

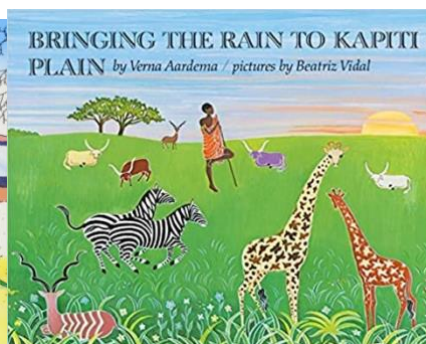
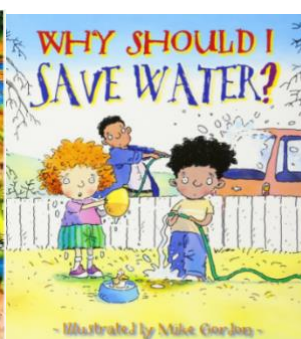
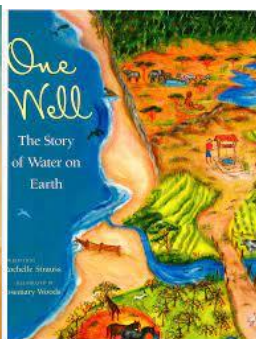
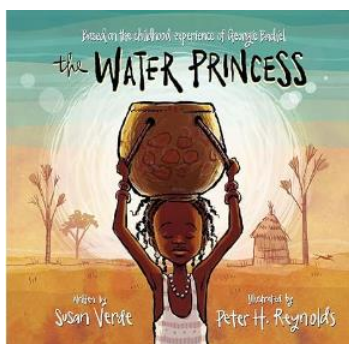


The children will work collaboratively to use their knowledge of the importance of water and why we need it to survive to create a waterwise campaign, producing posters and setting challenges for everyone to increase the impact we can have together. The children will also prepare a short speech to further inspire people to play their part: this will include sharing information about the 'Toilet twinning' charity, which the children will aim to raise money towards.

At the end of the expedition, parents will be invited into school to listen to the children's speeches and see their posters. Children will suggest to parents, that if they can, to donate money so that Year 2 can purchase a toilet for others in a location they have studied.



### Key Texts



### Staff Model Product

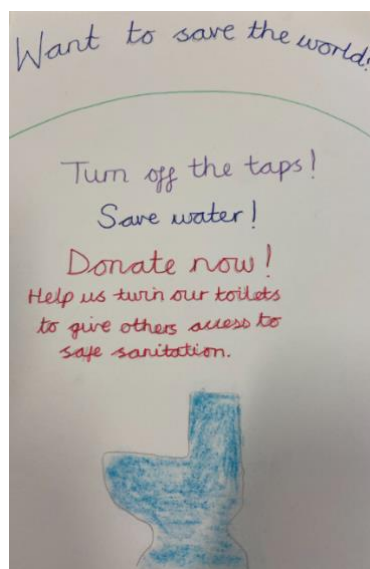
Water is so important! Without water, there is no life.

Although it may seem like there is lots of water around us, only 3% of the earth's water is fresh water and only 1.2% of that is drinking water. Living in a water scarce world has a huge impact on many people. People that live in water scarce areas may have to spend up to eight hours every day collecting water. This affects their health as well as the plants and animals around them. Some children miss school as they use this time to fetch water for their families.

One of the biggest impacts water scarcity has on people is their access to sanitation. To try to help, Year 2 are pledging for your donations to 'Twin a Toilet'.

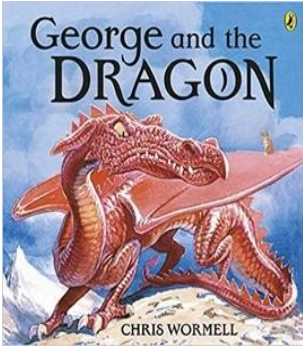
This project helps fund families to build their own basic toilet. It gives them access to clean water and can help to save lives.

Thank you for listening.



## Other subjects taught this term:

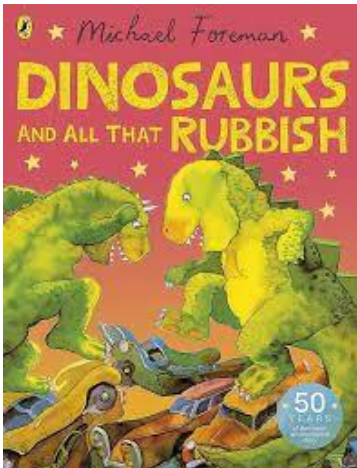
### Writing



We will use the text 'George and the Dragon' to help us further develop our skills of writing narrative texts. We are focussing on adding additional detail to our descriptions by using exciting adjectives and verbs to our writing. We are also looking at how we can use different conjunctions (when, if, that, because) to help extend our sentences. We will look at apostrophes and question marks to help us use different punctuation types throughout our writing. At the end of this writing unit, we will write our own versions of 'George and the Dragon' where we will decide on our own mythical creature and develop our own problem which our hero would need to solve!

We will explore the features of an explanation text and find out how it is different from instructions which we wrote in the autumn term. We will focus on non-fiction features such as subheadings, titles and creating an inviting introductory paragraph. During our sentence stacking lessons, we will write an explanation on how seeds grow. To extend our writing, we will continue to apply a range of conjunctions to deepen our sentences. At the end of the unit during the independent write, we will write an explanation on how to create a fruit salad which will make in our DT lessons.

### Reading



In whole class reading lessons, the children will be introduced to a wonderful symbolic text 'Dinosaurs and all that rubbish' by Michael Foreman, followed by 'The Frog' by Hillaire Belloc. These are wonderful texts that will promote class discussion about our world and also look at some interesting poetic features. The archaic text, 'The Frog Prince' by the Brothers Grimm, will also be introduced to the children followed by 'The Tadpole Promise' by Jeannie Willis. Then, in the second half of the term, they will be looking at the 'Fantastic Mr. Fox' by a timeless author, Roald Dahl. The term will be finished by delving into an 'Anthology of intriguing animals'. We love reading at Whitehouse Primary and are looking forward to sharing these texts with our children.

### Phonics

Children still participating in Read Write Inc. daily sessions within their phonics groups will work on targeted sounds and ensure speedy recall of these phonemes. They will work on Fred Talk to identify how many sounds are in a word and will become faster at recognising 'special friends' in their reading and writing. The children will develop their fluency and will discuss the books they read in class with their peers and teachers, becoming more confident with inference and retrieval skills. They will develop a reader's voice and begin to use expression in phrases in their reading.

## Maths



We are starting the term by learning all about money, identifying different coins and notes and then applying this knowledge to help us calculate total amounts; we then explore how we can make the same total by using different combinations of coins. We will apply our addition and subtraction skills to help find totals of amounts and to help us work out how much change we would need to get if we were spending our money in a shop. We then move onto our multiplication and division unit which will begin with exploring the concept of equal groups and how important this is to help us multiply and divide accurately. We start by learning about the 2, 5 and 10 times tables and how we can represent these pictorially as equal groups or arrays. We then move onto division where we will explore the different methods of sharing and grouping.

	$2 \times 1 =$
	$2 \times 2 =$
	$2 \times 3 =$

## RE

We continue our RE learning by looking further at the religion and practices of Judaism. We will explore the Jewish faith by learning about the role of a rabbi and their importance to Jews, understanding what and how they can learn from influential people; we will then learn what it means to belong to part of a Jewish family before learning the importance of Jewish symbols in celebrations and Jewish life in general.



## Art



To begin, we will experiment with tools and surfaces as we develop our sketching skills; we will investigate tone and textures before building on our learning linked to colour theory in the Autumn term to create artwork, focusing on fruit. Later in the term, we will experiment with constructing and joining recycled, natural and manmade materials to create sculptures of birds.

## Music

We will start with learning to sing the song 'Once a Man Fell in a Well' before learning how to play it using tuned percussion and how to use letter notation to write a melody. Later on, we will develop our knowledge and understanding of dynamics, timbre, tempo and instruments as we also learn how to compose and play motifs.



## Computing

Favourite Fruit	

= 1 person

We will first develop and test algorithms, experimenting with the order of instructions. We then collect data in tally charts and organise this data using pictograms. The children will use their organised data to answer questions.

## DT

In DT we are learning how to cook and apply the principles of nutrition and healthy eating. We are learning about how we can keep safe whilst cooking and which piece of equipment is the most effective for different purposes in the kitchen. The children will design, make and evaluate healthy snacks.



## Spanish



We will build on our knowledge of numbers so that we can say and write numbers from 0-10. We will also begin to use language verbally to identify basic, everyday objects in the classrooms. Alongside these, we will ensure we can recognise personal questions and respond to them using set phrases and stem sentences.

## PE

Children will develop and build on key knowledge/skills for gymnastics including learning how to link shapes/balances smoothly, explore a variety of rolls, jump and perform shapes in the air and create a sequence of skills.



The children will also take part in outdoor fitness lessons with these helping the children to understand what happens to the heart when we exercise, to name the muscles being used during different exercises, to perform continuously and how to develop core strength. In addition, the children will take part in dance lessons. The key skills the children will develop include how to perform a short motif, to move confidently including movements at different levels, to turn at different speeds and to portray emotion through facial and body gestures.