



# Grove House School

## Class Learning Topics 2018

<b>2R</b>		
<b>Subjects</b>	<b>Spring</b>	<b>Suggestions for home learning (if appropriate)</b>
English	<p><b>Fiction:</b> Stories from different cultures</p> <p><b>Non-fiction:</b> Recounts Information text</p>	<p>Read to an adult at least 3 times a week at home. Answer questions about the text that require deduction (answers are in the text) and inference (have to think around the text using clues to answer).  <a href="https://www.activelearnprimary.co.uk/login?e=-1&amp;c=0">https://www.activelearnprimary.co.uk/login?e=-1&amp;c=0</a>            To access Bug Club online.  <a href="http://play.nessy.com/login/default.aspx">http://play.nessy.com/login/default.aspx</a>            To access Nessy Reading and Spelling online.  <i>Logins were sent home last term.</i></p>
	<p><b>Grammar includes:</b>            Identifying and using sentences with different forms; using and distinguishing past and present tense; learning how to use familiar and new punctuation. Using a variety of end of sentence punctuation; using capital letters for the start of lines in all writing; beginning to use commas correctly.            Learning how to use past and present tense correctly including the progressive form; learning how to use familiar and new punctuation. Using subordination and co-ordination writing sentences with two main clauses or with subordinate clauses; punctuating questions with question marks and sentences with full stops and exclamation marks; Using grammatical terminology.            Using expanded noun phrases in writing descriptions; using familiar and new punctuation correctly.</p>	
Maths	<p><b>Curriculum areas include:</b>            Number and place value            Decimals, percentages and their equivalence to fractions            Mental addition and subtraction            Written addition and subtraction            Measurement            Fractions, ratio and proportion            Time            Mental multiplication and division            Written multiplication and division</p>	<p><a href="https://www.activelearnprimary.co.uk/login?e=-1&amp;c=0">https://www.activelearnprimary.co.uk/login?e=-1&amp;c=0</a>            To access Abacus activities online.  <i>Logins were sent home last term.</i></p>
Science	<p><b>Materials</b>            Children will be taught to distinguish between an object and the material from which it is made, identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock, describe the simple physical properties of a variety of everyday materials and compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>The children will be encouraged to explore and experiment with a range of materials, being able to name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent.</p> <p>They will also explore states of matter and compare and group materials together, according to whether they are solids, liquids or gases. They will have the opportunity to observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p>	<p>You can explore Materials together using BBC bitesize  <a href="http://www.bbc.co.uk/bitesize/ks2/science/materials/material_properties/read/1/">http://www.bbc.co.uk/bitesize/ks2/science/materials/material_properties/read/1/</a> .</p> <p>You could see what different materials you can identify around the house and the use for these materials.</p>
ICT	<p>The children will continue to practice typing skills and mouse pad skills.            We will revisit the use of computer packages to communicate in a range of ways, linking this to work across the curriculum.            We will have use of the learning packages available through school, such as Nessy Reading and Spelling, etc.</p>	<p>Children to be encouraged to use ICT where possible but not over exposed to devices.            Use links on our school website for encouraging safe use of ICT.  <a href="http://grovehouseschool.co.uk/staying-safe-online/">http://grovehouseschool.co.uk/staying-safe-online/</a></p>



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PSHE	<p>This term we will be thinking about:</p> <ul style="list-style-type: none"> <li>• Things we are good at and things we could get better at</li> <li>• Things that are dangerous or risky and how we can keep ourselves safe (eg. Roads, places, what we say to who)</li> <li>• Ways in which we are the same as or different from other people</li> <li>• Bullying</li> </ul>	Talk about situations that involve these issues that they may come across through siblings, television programmes etc. Talk about what we can do to keep ourselves safe in these situations.		
Language Skills	<p><b>Receptive and Expressive Language Focus</b>          Explicit vocabulary teaching related to fictional texts from different cultures.</p> <p>Predicting, explaining and describing events in stories.</p> <p>Using past, present and future tenses at the word and sentence level.          Creating compound and complex sentences using a range of conjunctions.</p> <p>Sequencing story ideas (story tell and retell); with emphasis on detail, tense and order.</p> <p>Listening to instructions focusing on 2-3 steps, and modified by shape, colour, order, temporal, inclusion/exclusion criteria.</p>			
Social Skills	<p>The children will work on their own skills as well as considering others in:</p> <p><b>Speaking style</b>          Modifying volume          Using expression</p> <p><b>Body language</b>          Spatial awareness and proximity to others</p> <p><b>Interactions</b>          Making comment/s during conversation to keep the conversation going</p> <p><b>Assertiveness</b>          How to ask a range of questions</p>	<p>Although we do this naturally and as part of the everyday routine, please continue having conversations with your child. A way of maintaining a conversation is by asking questions and making comments. If you can, make more comments than questions. Shared book reading, cooking, craft and sports are good platforms for initiating conversation with your child. Tech time can be discussion time too!</p>		
Topic	<p><b>Healthy Body</b>          This fun topic will allow the children to learn about the parts of the body, what's inside their bodies and the jobs of these body parts. The children will learn about the skeleton and the bones in our body and why we have these bones. They will also learn about the mouth and teeth, how to keep their teeth clean and about the functions and parts of the teeth. Finally, children will explore healthy foods, a balanced diet, the digestive system, and have the chance to be food critics when trying a range of healthy foods.</p>	<p>Please visit your local library to research our topic this term and bring in any books you enjoy reading together about them.</p> <p>If you make any healthy meals at home please feel free to send in the recipe and show us some photos!</p>		
Art	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Textiles</b>                      To investigate dip dye materials and processes.                      To work over dip dyed fabric with rubbings from a range of surfaces.                      To use matchsticks and rubber bands to produce relief-printing blocks.                      To try out tools and techniques in relief block printing.                      To investigate the possibilities of materials and processes for card wrapping.</p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Printing</b>                      To tear, and print with positive and negative stencils.                      To investigate layering and overlapping colours when printing.                      To develop the use of clay slab relief blocks using three colour overprinting process.                      To develop clay slab relief printing with tissue inlays to produce unique state prints.                      To develop the process of direct printing using found objects, selected colours and surfaces.</p> </td> </tr> </table>	<p><b>Textiles</b>                      To investigate dip dye materials and processes.                      To work over dip dyed fabric with rubbings from a range of surfaces.                      To use matchsticks and rubber bands to produce relief-printing blocks.                      To try out tools and techniques in relief block printing.                      To investigate the possibilities of materials and processes for card wrapping.</p>	<p><b>Printing</b>                      To tear, and print with positive and negative stencils.                      To investigate layering and overlapping colours when printing.                      To develop the use of clay slab relief blocks using three colour overprinting process.                      To develop clay slab relief printing with tissue inlays to produce unique state prints.                      To develop the process of direct printing using found objects, selected colours and surfaces.</p>	Visits to art galleries.
<p><b>Textiles</b>                      To investigate dip dye materials and processes.                      To work over dip dyed fabric with rubbings from a range of surfaces.                      To use matchsticks and rubber bands to produce relief-printing blocks.                      To try out tools and techniques in relief block printing.                      To investigate the possibilities of materials and processes for card wrapping.</p>	<p><b>Printing</b>                      To tear, and print with positive and negative stencils.                      To investigate layering and overlapping colours when printing.                      To develop the use of clay slab relief blocks using three colour overprinting process.                      To develop clay slab relief printing with tissue inlays to produce unique state prints.                      To develop the process of direct printing using found objects, selected colours and surfaces.</p>			



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Music	<p><b>Animals</b> The children will explore pitch, duration, and appropriate musical notations. They will learn to sing and to use their voices expressively as well as listen to, review, and evaluate music. The children will have the opportunity to play tuned instruments musically. Using both tuned instruments and their voices, the children will recognise and develop their understanding of pitch linked to animal movement.</p> <p><b>Number</b> Children will perform a steady beat and simple rhythms using movement, percussion, and body percussion. They will begin to understand and differentiate between beat and rhythm.</p>	<p><b>Storytime</b> This unit allows the children to explore sounds and introduces them to famous pieces to stimulate composition. Children interpret a storyboard with sound effects and develop their own ideas using voices and percussion. The children will combine sounds to create a musical effect and perform to an audience. They will also listen to, review, and evaluate music, including the works of the great composers.</p> <p><b>Seasons</b> This unit helps children to develop further vocabulary and understanding of pitch movements. They explore pitch through singing, pitched percussion and listening games. They will become familiar with pitch shapes and perform them in a variety of musical arrangements</p>	
DT	<p>This term the children will continue to select from and use a wider range of tools and equipment to perform practical tasks, for example, cutting, shaping, joining and finishing. The children will learn how to design purposeful, functional, appealing products for themselves and other users based on design criteria and be able to generate, develop, model and communicate their ideas through talking, drawing and templates.</p> <p>Design and Technology will link to the children's class topic of a Healthy body, where the children will use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from. They will explore basic foods and kitchen skills.</p>		