



# The Creative Learning Journey

## Year 2 / 3

### Seasons Y2



### Knowledge and Understanding of the World

**Geography**

- Ask and begin to respond to geographical questions.
- Share their own views about people, places and their effect on environments.
- Use globes, maps and plans.
- Use secondary sources of information.
- Make observations about where places are located and about other features in the environment.
- Recognise and discuss changes in the environment.

**ICT**

- Talk about the information needed, where it can be found and how it will be used.
- To develop, organise and share text, tables, sounds and images.

**Science**

- To make observations and measurements when trying to answer a question.
- To communicate findings in simple ways including ICT.
- To start to look for similarities and differences.

### Personal, Social and Emotional Development

**PSED Preparing to play an active role as citizens**

- Listen and respond in group discussions.
- Express own views with increasing confidence.
- Begin to understand what harms their local, natural and built environments.

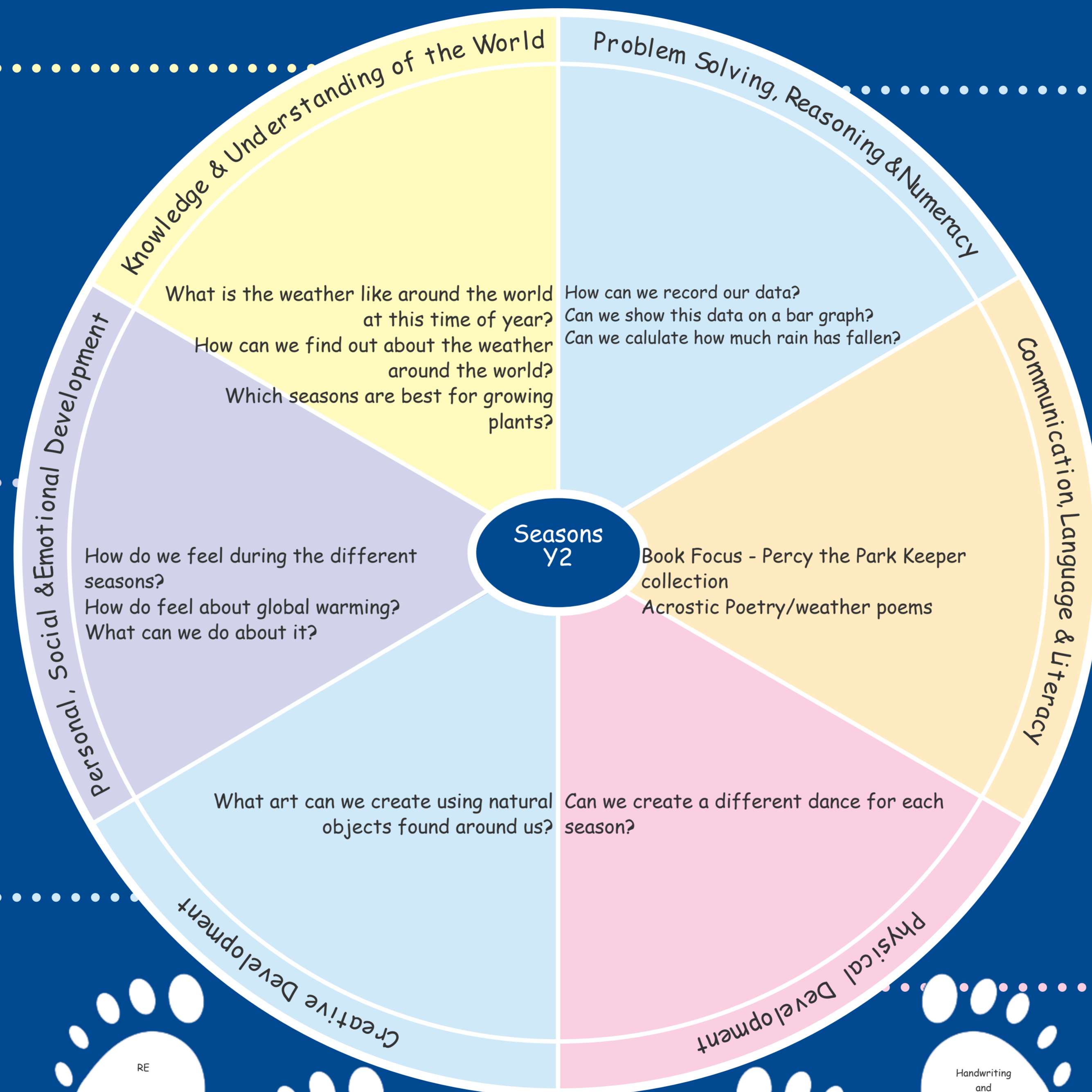
**PSED Developing confidence and responsibility and making the most of their abilities**

- Recognise, name and deal with their feelings in a positive way.

### Creative Development

**Art**

- Explore to a stimulus through the use of colour, texture and shape.
- Investigate and use a variety of materials and techniques.
- Investigate and create textures for different purposes.



### Problem Solving, Reasoning & Numeracy

**Handling Data**

- Solve a given problem by collecting and recording data in lists and tables; represent the data as block graphs or pictograms, use ICT to present data.

**Knowing and Using Number Facts**

- Recall addition and subtraction for each number to at least 10.
- Use number facts and operations to estimate and check answers to calculations.

**Measuring**

- Estimate, compare and measure lengths, weights and capacities, choosing and using standard units and suitable measuring instruments.

**Using and Applying Maths**

- Read the numbered divisions on a scale and interpret the divisions between them, draw and measure lines to the nearest centimetre.
- Identify and record the information or calculation needed to solve a puzzle or problem and carry out the steps or calculations.

### Communication, Language and Literacy

**Creating and shaping texts**

- Draw on knowledge and experience of texts in deciding and planning what and how to write.
- Make adventurous word and language choices appropriate to the style and purpose of the text.
- Select from different presentational features to suit particular writing purposes on paper and on screen.

**Drama**

- Consider how mood and atmosphere are created in live or recorded performance.

**Engaging with and responding to texts**

- Explain their reactions to texts, commenting on important aspects.
- Share and compare reasons for reading preferences, extending the range of books read.

**Group discussion and interaction**

- Work effectively in groups by ensuring that each group member takes a turn challenging, supporting and moving on.

**Listening and responding**

- Listen to others in class, ask relevant questions and follow instructions.

**Speaking**

- Speak with clarity and use appropriate intonation when reading and reciting texts.
- Choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds.
- Develop and use specific vocabulary in different contexts.

**Sentence structure and punctuation**

- Write simple and compound sentences and begin to use subordination in relation to time and reason.
- Use question marks, and use commas to separate items in a list.

**Understanding and interpreting texts**

- Explore how different texts appeal to readers using varied sentence structures and descriptive language.

### Physical Development

**Acquiring and Developing Skills**

- Perform dance actions and skills with increasing control.

**Evaluating and Improving Performance**

- Describe what others have done.
- Identify what makes an effective performance.

**Selecting and Applying Skills, Tactics and Compositional Ideas**

- Create and perform dances which express and communicate ideas and feelings.
- Create and perform short linked sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed.
- Plan and use own ideas for individual pair and small group activities.
- Respond imaginatively to music and different stimuli.

