

ALMUÑÉCAR INTERNATIONAL SCHOOL



Year 2
Curriculum
2020-21

Year 2- Long Term Plan 2020-21 Toni Beaucage

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Topic ideas</u>	Who Am I?	The Magic Toymaker	Light and Dark	The Great Fire of London Fire	Flowers and Insects	Wild Weather
Literacy	<p>Fiction and poetry</p> <p>Composing and performing poetry</p> <p>autobiography/ links with topic</p> <p>Reading</p> <p>Develop broad reading skills</p> <p>Demonstrate understanding of explicit meaning in texts</p> <p>Recognise conventions and evaluate viewpoint, purpose, themes and ideas in texts</p> <p>Writing</p> <p>Develop broad writing skills</p> <p>Select and develop content and use register and language appropriate to genre, purpose and audience</p> <p>Structure and organise ideas coherently using sections or paragraphs</p> <p>Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects</p> <p>Use accurate spelling</p> <p>These objectives are continuously revisited and consolidated throughout the year.</p>	Fiction and poetry writing	<p>different stories by the same author</p> <p>Instruction writing</p>	<p>Traditional Tales from different cultures continued</p> <p>Instruction writing</p> <p>Real life stories - links to topic</p>	<p>Longer stories- fiction</p> <p>Poetry and plays</p>	<p>Non chronological reports</p> <p>Non fiction</p>
Numeracy	<p>Following the Numeracy framework from Cambridge Primary maths. Counting partitioning and calculating. Securing number facts and understanding shape. Handling data and measure. Calculating, measuring and understanding shape. Securing number facts, relationships and calculating. These areas should be covered each term.</p>					
	<p>Numbers and the number system</p> <p>Calculation</p> <p>Mental strategies</p> <p>Addition and subtraction</p> <p>Geometry</p> <p>Shapes and geometric reasoning</p>		<p>Numbers and the number system</p> <p>Calculation</p> <p>Mental strategies</p> <p>Addition and subtraction</p> <p>Geometry</p> <p>Shapes and geometric reasoning</p>		<p>Numbers and the number system</p> <p>Calculation</p> <p>Mental strategies</p> <p>Addition and subtraction</p> <p>Geometry</p> <p>Shapes and geometric reasoning</p>	

	Position and movement Measure Money Length, mass and capacity Time Handling data Organising, categorising and representing data Problem solving Using techniques and skills in solving mathematical problems	Position and movement Measure Money Length, mass and capacity Time Handling data Organising, categorising and representing data Problem solving Using techniques and skills in solving mathematical problems	Position and movement Measure Money Length, mass and capacity Time Handling data Organising, categorising and representing data Problem solving Using techniques and skills in solving mathematical problems			
Science Scietific enquiry ongoing Ideas and evidence Plan investigative work Obtain and present evidence Consider evidence and approach	<u>Senses</u> Finding about interesting facts about our bodies The heart and oxygen system Healthy eating and major food groups The importance of keeping healthy groups The 5 senses- links with literacy Healthy teeth and taste buds <u>linked with topic</u> Animals including humans Humans and other animals and their offspring Describe the basic needs of animals and their habitats The importance of exercise and keeping fit and healthy Carnivores, herbivores and omnivores Identify, name, draw and label the basic parts of the human body and say which parts of the body is associated with which sense Animals including humans <ul style="list-style-type: none"> Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates Consider the differences/similarities between what humans want and what they need to survive. Discuss and draw up a list of essential items for basic survival. To be able to describe animals and their offspring	Material properties <ul style="list-style-type: none"> Recognise some types of rocks and the uses of different rocks. Know that some materials occur naturally and others are man-made. Material changes <ul style="list-style-type: none"> Know how the shapes of some materials can be changed by squashing, bending, twisting and/or stretching. Explore and describe the way some everyday materials change when they are heated or cooled. <ul style="list-style-type: none"> Recognise that some materials can dissolve in water. 	Light and dark <ul style="list-style-type: none"> Identify different light sources including the sun. Know that darkness is the absence of light. Be able to identify shadows. Explore how the sun appears to move during the day and how shadows change. Model how the spin of the Earth leads to day and night, e.g. with different sized balls and a torch. <u>Additional Science</u> Electricity <ul style="list-style-type: none"> Recognise the components of simple circuits involving cells (batteries). Know how a switch can be used to break a circuit. 	The solar system <ul style="list-style-type: none"> identify major characteristics of objects in our solar system- planets, stars, moons List the three qualities of planet compare and contrast the planets 	Living things in their environment <ul style="list-style-type: none"> Identify similarities and differences between local environments and know about some of the ways in which these affect the animals and plants that are found there. <u>Additional linked with topic</u> Flowers and Insects Know that flowers need light and water to grow The pollination process Cress seeds experiment Anatomy of ants Ant colonies Name parts of a plant The life cycle of a butterfly The life cycle of a flower <ul style="list-style-type: none"> Understand ways to care for the environment. Secondary sources can be used. Observe and talk about their observation of the weather, recording reports of weather data. <u>Additional linked with topic</u> Animals including humans Humans and other animals and their offspring Describe the basic needs of animals and their habitats The importance of exercise and	Wild Weather <ul style="list-style-type: none"> Explore how the sun appears to move during the day Model how the spin of the earth leads to night and day What foods that are in season Seasonal changes- describing weather Observe and talk about their observation of the weather, recording reports of weather data. Extreme weather

					<p>Keeping fit and healthy</p> <p>Carnivores, herbivores and omnivores</p> <p>Animals including humans</p> <ul style="list-style-type: none"> Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets Consider the differences/similarities between what humans want and what they need to survive. <p>Discuss and draw up a list of essential items for basic survival.</p>	
<p>History-continuous</p> <p>Be able to ask and answer questions about the past</p> <p>Be able to identify differences between their own lives and those of people who have lived in the past</p> <p>Be able to find out about aspects of</p>	<p>Black Lives Matter- Martin Luther King- Rosa Parks</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different period</p> <p>Creating a Family Tree</p> <p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>Researching toys from the past</p> <p>Comparing old and new toys</p> <p>Creating a timeline to show when different toys were invented</p> <p>Theodore Roosevelt and how teddy bears got their name</p>	<p>Great innovators- Thomas Edison</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods - The life of thomas Edison</p>	<p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p>Learn about events beyond living memory</p> <p>Understand where the people and events fit within a chronological</p>	<p>Great innovators- Charles Darwin</p> <p>Significant historical events, people and places in their own locality.</p> <p>Rimsky-Korsakov Flight of the Bumble</p>	<p>Famous Explorers- Neil Armstrong Chrisopher Columbus</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>significant historical events, people and places in their own locality.</p>

<p>the past from a range of sources of</p> <p>Be able to communicate their historical knowledge and understanding in a variety of way</p>				<p>framework</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</p> <p>researching and constructing a time line of events of the fire London in the 1600s</p> <p>Samuel Pepy' s diary</p>		
<p>Geography</p>	<p>What a Wonderful World</p> <p>Beautiful locations</p> <p>Foods around the world- locate on world maps</p> <p>landmarks</p> <p>The water cycle</p> <p>Name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>Exploring toys from around the world</p> <p>Locating countries on a map</p> <p>use world maps, atlases and globes to identify countries, as well as the countries, continents and oceans studied at this key stage</p>	<p>use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Where is london?</p> <p>Famous landmarks of london</p> <p>Maps of Pudding Lane- comparing old and new</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>Migration of the Monarch butterfly</p> <p>Honey and silk production</p> <p>Using secondary resources to obtain simple geographical information</p> <p>Locating countries on a world map</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p> <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and</p>

						weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Art and DT	<p>The works of Pablo Picasso Self portraits</p> <p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Andy Warhol project- linked with topic</p> <p>Exploring the works of Peter Blake</p> <p>Exploring the works of Pieter Bruegel</p> <p>Designing, constructing and evaluating their own puppets</p> <p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <ul style="list-style-type: none"> • 	<p>Light and dark-project</p> <p>primary colours- mixing colors</p> <p>Colours as an expression of feelings</p> <p>The works of Kandinsky- Kandinsky</p> <p>Works of Vincent Van Gogh- starry night</p> <p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Designing and creating tudor houses using boxes, lolly sticks and tissue paper</p> <p>3D models</p> <p>2D collages</p> <p>artist who paint Fire- theme</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Sketching St Paul's Cathedral</p> <p>Works of Lowry</p> <p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>The works of Vincent Van Gogh- sunflowerws</p> <p>The works of Marits Cornelius Escher</p> <p>Designing a garden</p> <p>3D clay sculptures of ants</p> <p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>The woks of Andy Gldsworthy- creating natural art/sculptures</p> <p>Designing a garden</p> <p>3D clay sculptures of ants</p> <p>Seasonal changes art project</p> <ul style="list-style-type: none"> • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Understand about the work of a range of artists, describing the differences and similarities between different practices. • Understand about the work of a range of artists, making links to their own work. • art evaluation
Music	<p>Rhythm, pulse and duration of sounds</p> <p>Reading and writing simple notation</p> <p>Singing: songs with actions to show duration of notes</p>	<p>Comparing pulse and rhythm</p> <p>The story of notes - reading and writing 4 beat rhythms.</p> <p>Singing: African songs/ Toys / Christmas songs</p>	<p>Exploring Pitch: Steps and Leaps</p> <p>Recognising differences between high and low sounds and relating these to tuned percussion.</p> <p>Singing: using the voice with control</p>	<p>Exploring timbre, tempo, dynamics. - choosing sounds to create a sound picture - The Great Fire of London</p> <p>Singing: London's Burning - singing a simple round. Other songs from BBC unit on The Fire of London</p>	<p>Using voices and instruments descriptively. (Music Express)</p> <p>Singing : Flowers and insects..</p>	<p>Using Instruments and Singing Games</p> <p>(Active Music)</p> <p>Singing: Weather Songs</p>
Computing (NC) Switched On Computing Scheme -	<p>We Are Astronauts Programing On Screen</p> <p>Expectations Have a clear understanding of algorithms as sequences of</p>	<p>We Are Games Testers Exploring How Computer Games Work</p> <p>Expectations Describe carefully what happens</p>	<p>We Are Photographers Taking Better Photos</p> <p>Expectations Consider the technical and artistic merits of photographs.</p>	<p>We Are Researchers Researching A Topic</p> <p>Expectations Develop collaboration skills through working as part of a</p>	<p>We Are Detectives Collecting Clues</p> <p>Expectations Understand that email can be used to communicate.</p>	<p>We Are Zoolgists Collecting data about bugs</p> <p>Expectations Sort and classify a group of items by answering questions.</p>

<p>published by Rising Stars.</p>	<p>instructions.</p> <p>Convert simple algorithms to programs.</p> <p>Predict what a simple program will do.</p> <p>Spot and fix (debug) errors in their programs.</p> <p>Curriculum References Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p>Resources Scratch, Purple Mash coding Bee-Bot</p>	<p>in computer games.</p> <p>Use logical reasoning to make predictions of what a program will do.</p> <p>Test these predictions.</p> <p>Think critically about computer games and their use.</p> <p>Be aware of how to use games safely and in balance with other activities.</p> <p>Curriculum References Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private.</p> <p>Resources Scratch, Purple Mash Screencast-o-matic, web-based or open source games, Light-bot</p>	<p>Use a digital camera or camera app.</p> <p>Take digital photographs.</p> <p>Review and reject or rate the images they take.</p> <p>Edit and enhance their photographs.</p> <p>Select their best images to include in a shared portfolio.</p> <p>Curriculum References Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Resources Google Drawing / Photo editors, Paint Digital Cameras / Tablets</p>	<p>group.</p> <p>Develop research skills through searching for information on the internet.</p> <p>Improve note-taking skills through the use of mind mapping.</p> <p>Develop presentation skills through creating and delivering a short multimedia presentation</p> <p>Curriculum References Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Resources Google Custom Search, Chrome, Google Mindmap apps, Google Docs</p>	<p>Develop skills in opening, composing and sending emails.</p> <p>Gain skills in opening and listening to audio files on the computer.</p> <p>Use appropriate language in emails.</p> <p>Develop skills in editing and formatting text in emails.</p> <p>Be aware of online safety issues when using email.</p> <p>Curriculum References Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Resources Gmail, Google Sheets, Audio player</p>	<p>Collect data using tick charts or tally charts.</p> <p>Use simple charting software to produce pictograms and other basic charts.</p> <p>Take, edit and enhance photographs.</p> <p>Record information on a digital map.</p> <p>Curriculum References Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Resources Google Sheets, Google My Maps/ Google Earth, digital cameras</p>
<p>PE</p>	<p>Team games</p> <p>To understand the term teamwork</p> <p>Work as a team to solve simple challenges</p> <p>To display simple teamwork qualities-taking into account the abilities of others</p>	<p>Dribbling, Kicking and Hitting</p> <p>Develop new skills specific to invasion games</p> <p>Apply basic tactics and strategies for attacking play</p> <p>Work cooperatively as a team</p> <p>To observe and select information to evaluate other performance</p>	<p>Dodgeball</p> <p>Demonstrate awareness of their physical actions and responses</p> <p>Employ various forms of throwing and movement in a competitive game</p> <p>To develop throwing, catching skills, learning how to move into space using quick feet, and quick changes of direction</p> <p>To understand the main rules of dodgeball and to follow them effectively in a game situation</p>	<p>Football</p> <p>To be confident and safe in the spaces used to play games</p> <p>To practice dribbling the ball</p> <p>To practice passing the ball</p> <p>To practice passing the ball to a partner</p> <p>To practice scoring.</p> <p>To move fluently, changing direction</p> <p>To practice finding a space to</p>	<p>Rounders</p> <p>To throw and catch a ball accurately.</p> <p>To develop the consistency of throwing skills.</p> <p>To develop batting skills in rounders.</p> <p>To develop range of fielding techniques</p>	<p>Rounders continued</p> <p>To develop an understanding of the rules of rounders.</p>

				<p>receive the ball</p> <p>To practice defending the ball.</p> <p>To play as a tea</p>		
<p>PSHE (Y2 activities)</p>	<p>Readiness- class charter to be referred to continuously</p> <p>Health- links to topic</p> <p>healthy eating/how diet affects performance/keeping fit/exercise/ rest and sleeping</p> <p>Responding-</p> <p>thinking/eye contact/answering questions/participating in discussion</p> <p>Being prepared-</p> <p>completing home learning/the importance of reading/establishing good routines</p> <p>JUST SAY YES!</p> <p>trying new things/we learn from mistakes/try again/never give up/encourage and support each other</p>	<p>Respect- class charter to be referred to continuously</p> <p>Respecting others-</p> <p>how to show respect(adults, peers, animals)</p> <p>Children's Rights-</p> <p>UNICEF</p> <p>Role Models-</p> <p>what is a role mode/people we know/famous role models/heroes</p> <p>self awareness-</p> <p>respecting yourself/being proud/be the best that you can be/presentation</p> <p>Good manners-</p> <p>please and thank you/table manners</p>	<p>Responsibilities- class charter to be referred to continuously</p> <p>Responsible citizen-</p> <p>police or fire fighter visit/</p> <p>Helping others-</p> <p>each other/elderly/people less fortunate</p> <p>E-Safety- with Mr Ives</p> <p>Persoanal safety-</p> <p>road safety/cycle/safety/water safety/stranger danger</p> <p>Attitude-</p> <p>developing a strong work ethic/behaviour towards each other</p>	<p>Resilience- class charter to be referred to continuously</p> <p>Reflectiveness-</p> <p>personal targets/success criteria/improving learning/identifying strengths and weaknesses</p> <p>Motivation-</p> <p>self motivation/motivating others</p> <p>Risk taking-</p> <p>challenging yourself/learning from mistakes</p> <p>Critical thinking-</p> <p>games</p>	<p>Relationships- class charter to be referred to continuously</p> <p>Feelings-</p> <p>emapthy</p> <p>Growing up-</p> <p>changes in us and relationships</p> <p>Friends and family-</p> <p>dealing with conflict</p> <p>Cooperation and Teamwork-</p> <p>games and challenges</p>	<p>Consolidate 5 Rs</p>
<p>Opportunities for Visits</p>	TBC	TBC	TBC		TBC	TBC

Year 2- Long Term Plan 2020-21 M^a Carmen

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
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<p><u>Lengua</u> <u>(Spanish)</u></p>	<p>Unidad 0: Palabras con m, p, l, vocales. Expresión oral: el verano. Campos semánticos: el colegio.</p> <p>Unidad 1: Comentamos el cuento: Alí babá y los cuarenta ladrones. Aprendemos una poesía: La mariposa de Federico García Lorca. Palabras con s, t, d, n. Determinantes: el, la, los, las. El menú del colegio</p> <p>Unidad 2 Comentamos el cuento: El soldadito de plomo Aprendemos la poesía: Paisaje de Federico G.L. Texto dialogado. Campos semánticos: paisajes. Taller de lectura/lecturas compartidas. Palabras con f, r h, c/qu. Dictado de sílabas y palabras. Determinantes: Un, una, unos, unas. Describir una escena.</p>	<p>Unidad 3 Dramatizar diálogos. Comentamos el cuento: El zapatero y los duendes. Aprendemos la poesía: Los ratones de Lope de Vega/Un lobo muy bueno Formar oraciones Campos semánticos: animales. Palabras con g/gu, r suave, b y v, z/c, j/g. El sustantivo. La lista de la compra.</p> <p>Unidad 4 Comentamos el cuento: Artabán, el cuarto rey mago. Expresar emociones y sentimientos. Aprendemos la poesía: Dibujar una casita de Gloria Fuertes. Campos semánticos: La casa Palabras con ll, y, ñ, ch, x, k y w. Escribir la carta a los Reyes Magos. El adjetivo (cualidades).</p>	<p>Unidad 5 Comentamos el cuento: La calabaza gigante. Sinónimos. Aprendemos la poesía: En mi cara redondita de Gloria Fuertes. Campos semánticos: nuestro cuerpo Palabras con pr, pl, br, bl. Palabras con r. Escribir la invitación a una fiesta y la lista de invitados. El adjetivo (estados)</p> <p>Unidad 6 El gato con botas. Describir un lugar. Antónimos. Aprendemos un trabalenguas Palabras con cr, cl gr, gl. Completar un cartel. Poesía: las campanas. Palabras con ca, co, cu, que, qui. Silabas y palabras. Interpretar y dibujar señales.</p>	<p>Unidad 7 Comentamos el cuento: El erizo y el conejo. Los deportes. Partes de un todo. Aprendemos la poesía: Agua, dónde vas/disparates. Campos semánticos: el agua Palabras con fr, fl, tr, dr. Palabras y oraciones. Elaborar el programa de una jornada deportiva. Palabras con ga, go, gu, gue, gui, güe, güi</p> <p>Unidad 8 Comentamos el cuento: La planta más hermosa. Aprendemos la poesía: Canción tonta de FGL. Texto informativo. Palabras derivadas. Campos semánticos: las plantas Palabras con za, zo, zu, ce y ci. El sustantivo: masculino y femenino</p>	<p>Unidad 9 Comentamos La lectura: La torre de la reina. Significado de expresiones. Aprendemos la poesía: Poemas de Miguel Hernández/Érase una vez. Palabras con mayúscula. Escritura de secuencias. Dictado de oraciones simples y palabras El sustantivo: singular y plural Instrucciones.</p> <p>Unidad 10 Comentamos la lectura: El gallo cantaclaro. Aprendemos la poesía: El lagarto está llorando de FGL Campos semánticos: Animales. Texto informativo. Adivinanzas. El verbo Palabras con mayúscula (uso) Ficha sobre animales.</p>	<p>Unidad 11 Comentamos la lectura: Olimpia y las cabras. Dar instrucciones. Jugamos a pinto, pinto, una dola...etc. Aprendemos la poesía: La pata mete la pata de GF Escribir las instrucciones de uso de un objeto. Palabras con mp y mb. Retahílas. El verbo: singular y plural Uso de la mayúscula.</p> <p>Unidad 12 Comentamos la lectura: Mulán, la joven soldado. Sinónimos III Veo veo Describir un paisaje. Aprendemos la poesía: El sapo verde de CG. Los signos de interrogación Escribir una invitación El verbo: presente, pasado, futuro Escribir una postal.</p>
<p><u>Cultura</u> <u>Española</u></p>	<p>Unidad 0 Mis compañeros La clase de Year 2 Así es el colegio Explicar cómo es la clase Habilidades sociales y de comunicación</p> <p>Unidad 1 Tenemos una familia Vivimos en una casa La casa por dentro Completar un plano de la casa Habilidades sociales y de comunicación</p>	<p>Unidad 2 La navidad Los villancicos Investigar sobre una costumbre navideña Habilidades sociales y de comunicación</p>	<p>Unidad 3 La calle donde vivo Mi barrio Conocemos las normas viales Respetar las normas del parque Habilidades sociales y de comunicación</p> <p>Unidad 4 Los pueblos y las ciudades La vida en los pueblos La vida en las ciudades Reconocer las necesidades de una localidad Habilidades sociales y de comunicación</p>	<p>Unidad 5 Distintos tipos de vehículos Los medios de transporte Los medios de comunicación Saber usar el autobus Habilidades sociales y de comunicación</p>	<p>Unidad 6 El aire está en todas partes Cómo es el agua El agua en la naturaleza Construir un molinillo de viento Habilidades sociales y de comunicación</p> <p>Unidad 7 Qué tiempo hace Las cuatro estaciones El paisaje cambia Observar qué tiempo hace Habilidades sociales y de comunicación</p>	<p>Unidad 8 La tierra y el sol El día y la noche La luna y las estrellas El calendario Aprender a utilizar la agenda Habilidades sociales y de comunicación</p>