

# ALMUÑÉCAR INTERNATIONAL SCHOOL

Year 2

Curriculum

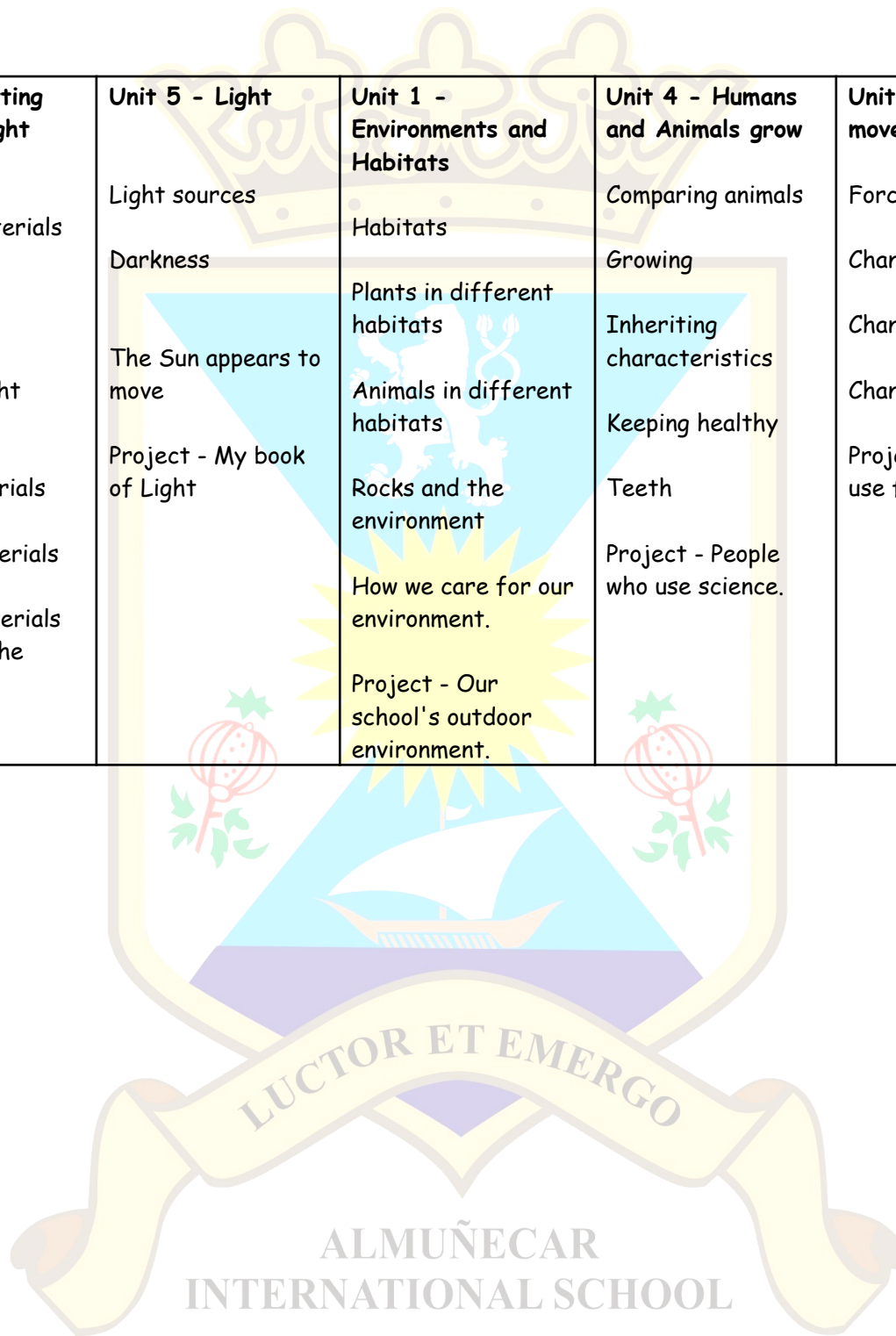
2024-25

ALMUÑECAR  
INTERNATIONAL SCHOOL

## Year 2– Long Term Plan 2024-25 Amanda Bellamy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Topic ideas</u>	Worth Repeating (Art focus)	Here We Are (Geography focus)	Blast from the Past (History Focus)	Creepy Crawlies (Science focus)	Roll up, Roll up!  (Design and Technology)	Shipwreck History / (Geography focus)
Literacy	Fiction and poetry  Composing and performing poetry	Fiction and poetry writing	Poetry writing  Instruction writing	Traditional Tales from different cultures continued  Instruction writing  Real life stories - links to topic	Longer stories-fiction  Poetry and plays	Non chronological reports  Non fiction
Numeracy  Following the Numeracy framework from Cambridge Primary maths.	Numbers and the number system Calculation Mental strategies Addition and subtraction Geometry Shapes and geometric reasoning 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	Numbers and the number system Calculation Mental strategies Addition and subtraction Geometry Shapes and geometric reasoning 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	Numbers and the number system Calculation Mental strategies Addition and subtraction Geometry Shapes and geometric reasoning 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	Numbers and the number system Calculation Mental strategies Addition and subtraction Geometry Shapes and geometric reasoning 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	<b>Unit 3 - Getting Materials Right</b>  Natural and manmade materials  Properties of materials  Using the right materials  Testing materials  Changing materials  Project - materials can damage the Earth.	<b>Unit 5 - Light</b>  Light sources  Darkness  The Sun appears to move  Project - My book of Light	<b>Unit 1 - Environments and Habitats</b>  Habitats  Plants in different habitats  Animals in different habitats  Rocks and the environment  How we care for our environment.  Project - Our school's outdoor environment.	<b>Unit 4 - Humans and Animals grow</b>  Comparing animals  Growing  Inheriting characteristics  Keeping healthy  Teeth  Project - People who use science.	<b>Unit 2 - Forces and movement</b>  Forces around us  Changing shape  Changing speed  Changing direction  Project - How people use forces	<b>Unit 6 - Electricity</b>  Where do we use electricity?  Keeping safe with electricity.  Making circuits  Project - Invent a new electrical appliance
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<p>History &amp; Geography</p>	<p><b>Worth Repeating -</b></p> <p>Geography fieldwork skills. Identifying patterns in nature</p> <p><b>Here We Are -</b> Naming and locating the 7 continents and the 5 main oceans</p> <p>Physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</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><b>Blast from the Past</b></p> <p>Understand the difference between past and present by exploring family toys, school, food and music.</p> <p>Know that historical events are put in chronological order, e.g. using a timeline.</p> <p>Use simple vocabulary associated with the past.</p> <p>Describe similarities and differences between past and present.</p> <p><b>Creepy Crawlies</b></p> <p>Location and maps - Devise simple maps and construct basic symbols in a key.</p>	<p><b>Roll Up! Roll Up!</b></p> <p>The History of the Fun Fair</p> <p>Describe similarities and differences between their own life and life in the past. Use simple vocabulary associated with the past and to describe the passing of time.</p> <p><b>Shipwreck</b></p> <p>Use geographical vocabulary to refer to human features linked to sea travel.</p> <p>Name and locate the seas surrounding the UK and Spain - label a map clearly identifying the countries, capital cities and seas around the UK and Spain.</p> <p>Name and locate the seven continents and five oceans - label on a map.</p> <p>Use simple compass directions and directional language.</p> <p>Compare the lives of famous explorers and create a timeline and learn about Christopher Coloumbus and Ellen McArtur.</p> <p>Ask and answer questions about the past using sources - investigating shipwrecks</p>
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<p><b>Art / Design and Technology</b></p>	<p><b>Worth Repeating -</b></p> <p>Evaluating and appreciating, developing ideas, colour, drawing àintig, 3d Sculpture.</p> <p>Begin to use a personal sketchbook to record sketches of natural patterns</p> <p>How patterns occur naturally in the environment; How artists such as Klimt, O'Keefe, Hirst and Kandinsky used nature as inspiration for their artwork. Primary colours and mixing secondary colours.</p> <p>Patterns with lines of symmetry.</p> <p>Here We Are</p> <p>Van Gogh's Starry Night - create own versions.</p> <p>.</p>	<p><b>Blast from the Past</b></p> <p>Use line drawing to create a self portrait.</p> <p>Use clay to make a 3D sculpture.</p> <p>Create a collage to show different colours and textures.</p> <p><b>Creepy Crawlies</b></p> <p>Use line and shading to create detail on small drawings - Giant Peacock Moth - Van Gogh</p> <p>Select from and use a range of materials and components, including construction materials and textiles, according to their characteristics -build a Minibeast Hotel</p> <p>Giant Bug sculpture using modelling materials. (papier mache)</p>	<p><b>Roll Up! Roll Up!</b></p> <p>Continue personal sketchbooks - Sketches of things that can be found at the funfair.</p> <p>Hall of Mirrors sketches</p> <p>Explore and evaluate a range of existing products - taste test a range of funfair food.</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria - Design a funfair carousel.</p> <p>Create their own Carousel model from their own designs.</p> <p>Create their own version of L.S. Lowry's Funfair - Use a variety of tools and techniques including different brush sizes, layering, mixing media, scraping through</p> <p><b>Shipwreck</b></p> <p>Select and use a range of materials and tools to build a structure - build a survival shelter.</p>
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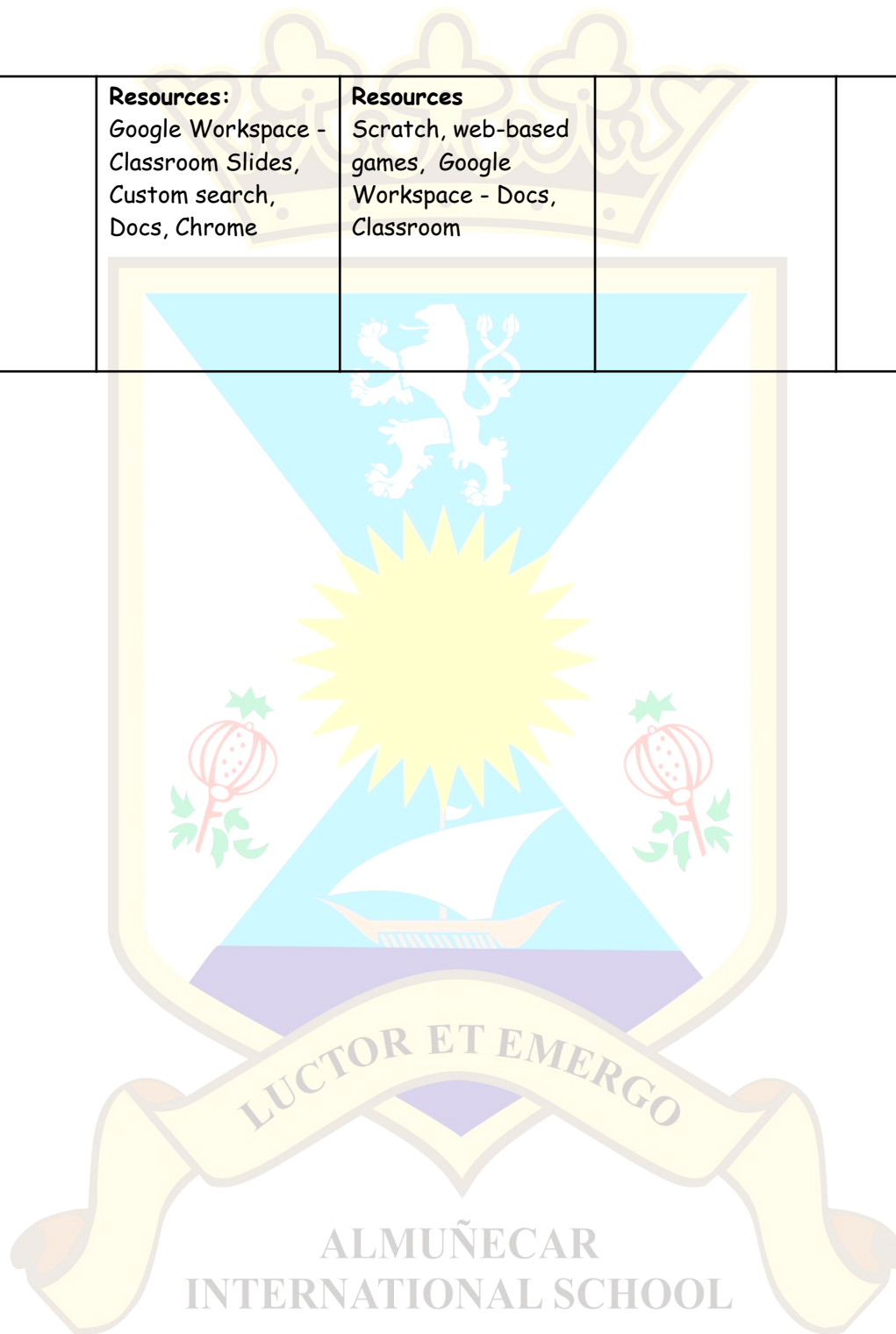
<p><b>Music</b></p>	<p><b>Beat/Rhythm</b></p> <ul style="list-style-type: none"> <li>• listen to the Rhythm (Quarter note, pair of eighth notes)</li> <li><i>Snail, Snail</i></li> <li><i>Sam the Robot Man</i> (beat)</li> <li><i>Choo Choo Train</i></li> <li><i>Counting Song Hop</i></li> <li><i>Old Squirrel</i> (beat)</li> <li><i>Hey, Betty Martin</i></li> <li><i>Bye Low Baby Oh</i></li> </ul> <p><b>Melody</b></p> <ul style="list-style-type: none"> <li>• high/low poems</li> <li><i>Mountaintop Three</i></li> <li><i>Little Fishies</i></li> <li><i>Grandma's Glasses</i></li> <li><i>Snail, Snail</i> (mi sol)</li> <li><i>Choo Choo Train</i> (mi sol)</li> <li><i>Counting Song</i> (mi sol)</li> <li><i>Bye Low Baby Oh</i> (mi sol)</li> </ul> <p><b>Expression</b></p> <ul style="list-style-type: none"> <li>• singing - speaking voice</li> <li>• fast - slow</li> </ul>	<p><b>Beat/Rhythm</b></p> <p><i>Bounce the Ball</i> (accent)</p> <p><i>Cuckoo</i></p> <p><i>Peter Rabbit Hello</i></p> <p><i>Game Lemonade</i></p> <p><i>Ho, Ho, Ho!</i></p> <p><b>Melody</b></p> <p><i>Bounce the Ball</i> (mi sol)</p> <p><i>Cuckoo</i> (mi sol)</p> <p><i>Peter Rabbit</i> (mi sol)</p> <p><i>Hello Game</i> (mi sol)</p> <p><i>Lemonade</i> (mi sol)</p> <p><b>Expression</b></p> <p><i>Fais dodo</i> (soft, lullaby) Expressive</p> <p>Singing:</p> <p><i>Just One Candle</i></p> <p><i>Bear Hunt</i></p> <p><b>Instruments</b></p> <ul style="list-style-type: none"> <li>• Orff and unpitched</li> </ul> <p><i>Bells on the Sleigh</i></p> <p><b>Listening, Form, Culture</b></p>	<p><b>Beat/Rhythm</b></p> <p><i>Strawberry Tommy</i></p> <p><i>Un, deux, trois</i></p> <p><i>I Like You</i></p> <p><i>Tick Tock</i></p> <p><i>We Are Dancing</i></p> <p><b>Melody</b></p> <p><i>Strawberry</i> (mi sol)</p> <p><i>Tommy Tiddlemouse</i> (mi sol)</p> <p><i>.Snail, Snail</i> (mi sol)</p> <p><i>Tick Tock</i> (mi sol)</p> <p><i>Mr. Potato Head</i> (do mi sol)</p> <p><i>We Are Dancing</i> (mi sol)</p> <p><b>Expression</b></p> <ul style="list-style-type: none"> <li>• slow - keep beat with balloons</li> <li>• fast-slow</li> <li>• smooth-separated</li> </ul> <p><i>Haul Away Joe</i> (expressive singing)</p> <p><b>Instruments</b></p> <p>Orff</p> <p><b>Listening, Form, Culture</b></p>	<p><b>Beat/Rhythm</b></p> <p><i>Bee Bee Bumblebee</i></p> <p><i>Bow Wow Wow</i></p> <p><i>Bunny Hides Hurry</i></p> <p><i>Easter</i></p> <p><i>Apple Tree</i></p> <p><i>Old Dog</i></p> <p><b>Melody</b></p> <p><i>Bee Bee</i> (do mi sol)</p> <p><i>Hurry Easter</i> (do mi sol)</p> <p><i>Bunny Hides the Basket</i> (do re mi sol)</p> <p><i>Hurry Easter Bunny</i></p> <p><i>Apple Tree</i> (do re mi sol)</p> <p><i>Old Dog</i> (do re mi sol)</p> <p><b>Expression</b></p> <p><i>Baby Bumblebee</i></p> <p><i>Little Rabbit Foo Foo</i></p> <p><i>Five Little Ducks</i></p> <p><b>Instruments</b></p> <p>Orff</p> <p><b>Listening, Form, Culture</b></p> <p><i>Leprechaun</i> (Irish Theme)</p>	<p><b>Beat/Rhythm</b></p> <p><i>How Many Fingers</i></p> <p><b>Melody</b></p> <p><i>How Many Fingers</i> (do mi sol)</p> <p><b>Expression</b></p> <p><i>That's My Mom</i></p> <p><i>Heebie Jeebies</i></p> <p><b>Instruments</b></p> <ul style="list-style-type: none"> <li>• use u/p with story of <i>Chicken Little</i></li> </ul> <p><b>Listening, Form, Culture</b></p> <p><i>Savez Vous, French</i></p> <p><i>La Vibora, Spanish</i></p> <p><i>El Coqui, Spanish</i></p> <p><b>Create, Movement</b></p> <p><i>Oats and Beans</i></p> <p><i>Savez Vous Heebie Jeebies</i> (create movement)</p> <p><b>Themes</b></p> <p>Farms</p>	<p><b>Beat/Rhythm</b></p> <ul style="list-style-type: none"> <li>• Review</li> <li>• Assessment</li> </ul> <p><b>Melody</b></p> <ul style="list-style-type: none"> <li>• Review</li> <li>• Assessment</li> </ul> <p><i>Summer Songs</i></p> <p><b>Expression</b></p> <ul style="list-style-type: none"> <li>• Review</li> <li>• Assessment</li> </ul> <p><i>Summer Songs</i></p> <p><b>Instruments</b></p> <ul style="list-style-type: none"> <li>• Review</li> <li>• Assessment</li> </ul> <p><i>Summer Songs</i></p> <p><b>Listening, Form, Culture</b></p> <ul style="list-style-type: none"> <li>• Review</li> <li>• Assessment</li> </ul> <p><i>Summer Songs</i></p> <p><b>Create, Movement</b></p> <ul style="list-style-type: none"> <li>• Jumping Game</li> <li>• Assessment</li> </ul> <p><i>Summer Songs</i></p> <p><b>Themes</b></p>
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	<ul style="list-style-type: none"> <li>• loud - soft</li> </ul> <p><b>Instruments</b></p> <ul style="list-style-type: none"> <li>• Orff arrangements</li> <li>• Unpitched arrangements</li> </ul> <p><b>Listening, Form, Culture</b></p> <p><i>Kye Koolay, Africa</i> <i>Juanito, Spanish</i></p> <p><b>Create, Movement</b></p> <p><i>Little Red - create verses</i> <i>Sam Robot - movement, actions, effects</i></p> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>• Turkeys and Pumpkins</li> </ul>	<p><i>Cuckoo</i> <i>Galliard</i> <i>Fais dodo - French</i></p> <p><b>Create, Movement</b></p> <p><i>Down by the Bay</i> (new verses) <i>Punchinello</i> (movement) <i>Hanukkah</i> <i>Slippers</i> (create dance) <i>Lemonade</i> (dramatise)</p> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>• Peace</li> <li>• Bears</li> <li>• Holiday Fun</li> </ul>	<p><i>One Big Family, world</i> <i>Pimpón, Spanish</i> <i>Vive, French</i> <i>Un, deux, trois, French</i></p> <p><b>Create, Movement</b></p> <p><i>Pimpón</i> <i>Vive</i> <i>Little Red Car Head and Shoulders</i> <i>Aikendrum</i> (create effects with u/p)</p> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>• Music Around the World</li> <li>• Special Friends</li> </ul>	<p><b>Create, Movement</b></p> <p><i>Leprechaun</i> (create movement) <i>Bunny Boogie</i> <i>Country Song</i> (create movement)</p> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>• Animals and Leprechauns</li> <li>• Spring is Here!</li> </ul>		<ul style="list-style-type: none"> <li>• Summer Fun: The Sea, Picnics</li> </ul>
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<p><b>Computing (NC)</b></p> <p><b>Switched On Computing Scheme</b> - published by Rising Stars and following EDUU Scheme.</p> <p>The order of delivery may change during the year.</p>	<p><b>We Are Digital Artists (Worth Repeating)</b> Creating artwork based on work by famous artists</p> <p><b>In this unit, pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• how to select and set brushes and colours</li> <li>• to create artwork in a range of styles on iPads</li> <li>• to use the undo function if they make mistakes and to encourage experimentation</li> <li>• to use multiple layers in their art</li> <li>• to transform layers</li> <li>• to paint on top of photographs.</li> </ul> <p><b>Resources</b> Painting software, Google Workspace - Classroom</p>	<p><b>We Are Safe Researchers (Then and Now)</b> Researching a Topic)</p> <p><b>In this unit, pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>• develop collaboration skills through working as part of a group</li> <li>• develop research skills through searching for information on the Internet</li> <li>• think through privacy implications of their use of search engines</li> <li>• be more discerning in evaluating online information</li> <li>• improve note-taking skills through the use of mind mapping</li> <li>• develop presentation skills through creating and delivering a multimedia presentation.</li> </ul>	<p><b>We Are Games Testers (Roll Up Roll Up)</b> Exploring How Computer Games Work</p> <p><b>In this unit, pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>• observe and describe carefully what happens in computer games</li> <li>• use logical reasoning to make predictions of what a program will do and test these</li> <li>• think critically about computer games</li> <li>• create sequences of instructions for a virtual robot to solve a problem</li> <li>• work out strategies for playing a game well</li> <li>• be aware of how to use games safely and in balance with other activities..</li> </ul>	<p><b>We Are Animators (Brilliant Bodies)</b> Creating stop-motion animation</p> <p><b>In this unit, pupils will learn:</b></p> <ul style="list-style-type: none"> <li>• how animation works</li> <li>• to use storyboards to plan an animation</li> <li>• to create their own original characters, props and backgrounds for an animation</li> <li>• to film, review and edit a stop-motion animation</li> <li>• to record audio to accompany their animation</li> <li>• to provide constructively critical feedback to their peers.</li> </ul> <p><b>Resources</b> Stop motion software, Google Workspace - Docs, Classroom</p>	<p><b>We Are Astronauts (Shipwreck)</b> Programming on screen - Scratch Jr</p> <p><b>In this unit, pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>• plan a sequence of instructions to move sprites in ScratchJr</li> <li>• create, test and debug programs for sprites in ScratchJr</li> <li>• work with input and output in ScratchJr</li> <li>• use repetition in their programs</li> <li>• design costumes for sprites.</li> </ul> <p><b>Resources</b> Tablets, Chromebooks, ProBot car, Scratch</p>	<p><b>We Are Zoologists (Creepy Crawlies)</b> Collecting data about bugs</p> <p><b>In this unit, pupils will learn to:</b></p> <ul style="list-style-type: none"> <li>• sort and classify a group of items by answering questions</li> <li>• collect data using tick or tally charts</li> <li>• take, edit and enhance photographs</li> <li>• use Google Sheets or Microsoft Excel to produce basic charts</li> <li>• record information on a digital map</li> <li>• summarise what they have learned in a presentation.</li> </ul> <p><b>Resources</b> digital cameras, photo editing software, Google Workspace - Classroom, Sheets, Docs, My Maps, Slides</p>
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		<b>Resources:</b> Google Workspace - Classroom Slides, Custom search, Docs, Chrome	<b>Resources</b> Scratch, web-based games, Google Workspace - Docs, Classroom			
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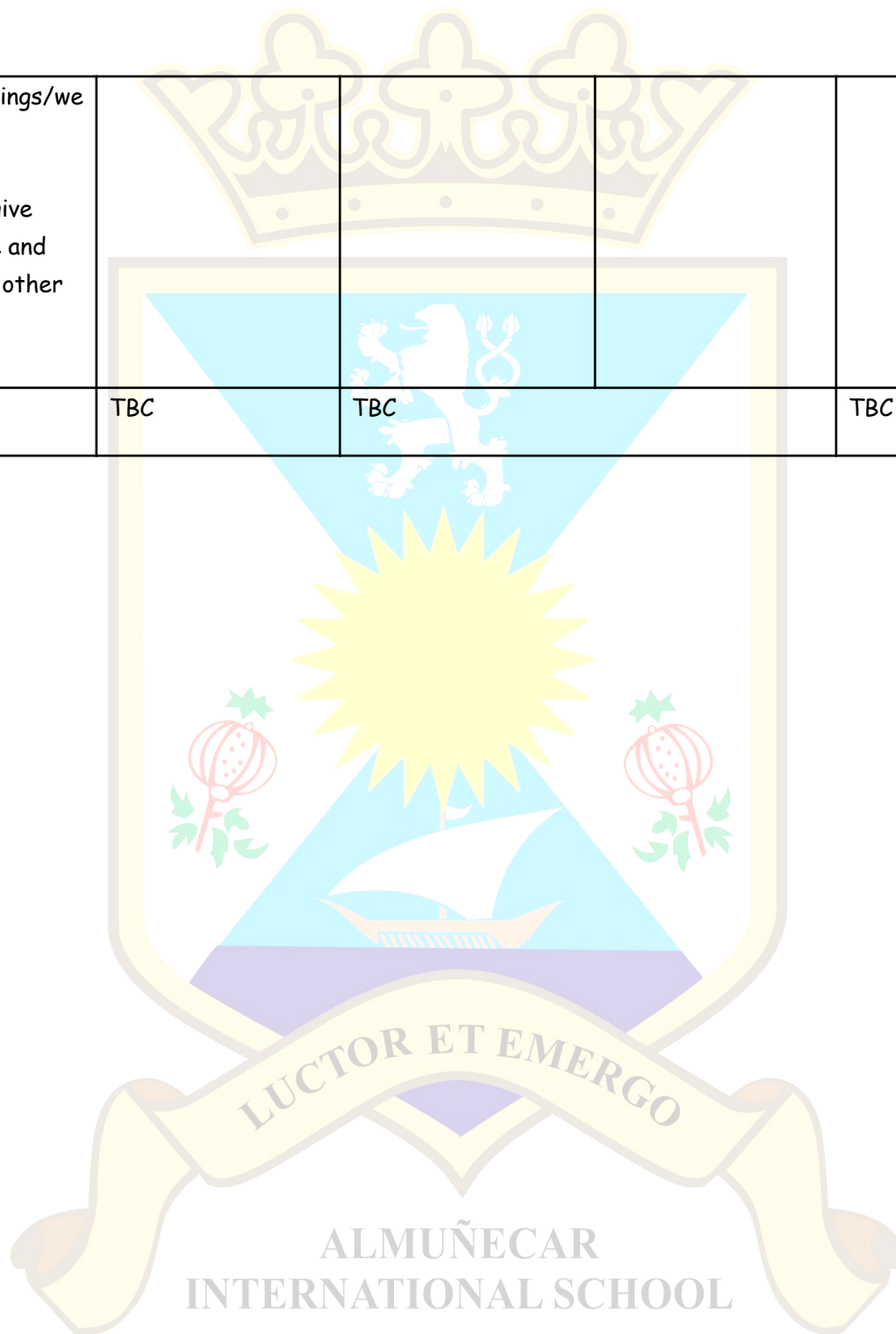




PE	<p>Team games</p> <p>To understand the term <b>teamwork</b></p> <p>Work as a team to solve simple challenges</p> <p>To display simple teamwork qualities-taking into account the abilities of others</p>	<p>Dribbling, Kicking and Hitting</p> <p>Develop new skills specific to invasion games</p> <p>Apply 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 receive the ball</p> <p>To practice defending the ball.</p> <p>To play as a team</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>
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PSHE (Y2 activities)	<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- thinking/eye contact/answering questions/participating in discussion</p> <p>Being prepared- completing home learning/the importance of reading/establishing good routines</p> <p>JUST SAY YES!</p>	<p>Respect- class charter to be referred to continuously</p> <p>Respecting others- how to show respect(adults, peers, animals)</p> <p>Children's Rights- UNICEF</p> <p>Role Models- what is a role model/people we know/ famous role models/heroes</p> <p>self awareness- respecting yourself/being proud/be the best that you can be/presentation</p> <p>Good manners- please and thank you/table manners</p>	<p>Responsibilities- class charter to be referred to continuously</p> <p>Responsible citizen- police or fire fighter visit/ Helping others- each other/elderly/people less fortunate</p> <p>E-Safety- with Mr Ives</p> <p>Personal safety- road safety/cycle/safety /water safety/stranger danger</p> <p>Attitude- developing a strong work ethic/behaviour towards each other</p>	<p>Resilience- class charter to be referred to continuously</p> <p>Reflectiveness- personal targets/success criteria/improving learning/identifying strengths and weaknesses</p> <p>Motivation- self motivation/motivating others</p> <p>Risk taking- challenging yourself/learning from mistakes</p> <p>Critical thinking- games</p>	<p>Relationships- class charter to be referred to continuously</p> <p>Feelings- empathy</p> <p>Growing up- changes in us and relationships</p> <p>Friends and family- dealing with conflict</p> <p>Cooperation and Teamwork- games and challenges</p>	Consolidate 5 Rs
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	trying new things/we learn from mistakes/try again/never give up/encourage and support each other				
Opportunities for Visits	TBC	TBC	TBC	TBC	TBC



	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Lengua (Spanish)</u>	<p><b>Unidad 0:</b> Las vocales y la y. Palabras con m, p, l, vocales. Comprender una historia animada. Leer y comprender una viñeta.</p> <p><b>Unidad 1:</b> Comprender una historia animada Las letras S, T, D, N, F Hablar sobre un personaje. Aportar ideas. Escribir una lista. Leer y comprender un comic. Los artículos determinados.</p> <p><b>Unidad 2</b> Comprender una historia animada Contar un suceso inventado Taller de</p>	<p>Hablar sobre los sentimientos Determinantes: Un, una, unos, unas. Escribir una nota Leer un poema, trabalenguas, adivinanza.</p> <p><b>Unidad 3</b> Comprender una historia animada Narrar un cuento en cadena Dar consejos sobre la salud. Escribir un menú Leer un anuncio de viajes. Leer y resolver adivinanzas Palabras con ge/gi, r suave, b, y, v, z, j y ñ. Letras, sílabas, palabras.</p> <p><b>Fin de la aventura</b></p>	<p><b>Unidad 4</b> Leer y comprender una fábula y un texto informativo. Palabras con ch, x, k y w. Presentar una actuación. Formar oraciones Familias de palabras El punto y la mayúscula Palabras y oraciones</p> <p><b>Unidad 5</b> Palabras con pr, pl, br, bl, cl, cr. Leer y comprender un texto informativo y un cuento. Comprender y justificar normas Alargar oraciones Palabras</p>	<p><b>Unidad 6</b> Palabras con fr, fl gr, gl, tr, dr.. Leer y comprender una narración y un texto informativo. Comprender y contar una experiencia personal. Usar marcadores temporales Palabras antónimas Palabras con ca, co, cu, que y qui El adjetivo.</p> <p>RETO SEGUNDO TRIMESTRE</p>	<p><b>Unidad 7</b> Leer y comprender un texto informativo. Palabras con za, zo, zu, ce y ci. El adjetivo Diminutivos Unir oraciones Comprender la descripción de un paisaje y describir uno.</p> <p><b>Unidad 8</b> Leer y comprender un cuento de aventuras. Leer y comprender un texto informativo. Comprender un problema y pedir ayuda. Unir oraciones Aumentativos Palabras con ga,</p>	<p>Palabras con za, zo, zu, ce y ci. El verbo</p> <p><b>Unidad 9</b> Leer y comprender una narración y un texto informativo Dar direcciones Unir oraciones Onomatopeyas El uso de la mayúscula La lengua que hablamos.</p> <p>RETO TERCER TRIMESTRE</p>



	<p>lectura/lecturas compartidas. Palabras con f, r h, c/qu y g.</p>	<p><b>Reto primer trimestre</b></p> <p>Comprender una historia animada Escribir una invitación Leer y comprender un diálogo.</p>	<p>sinónimas</p> <p>Palabras con r El sustantivo</p>		<p>go, gu, gue, gui, güe, güi</p> <p>Palabras derivadas. Campos semánticos: las plantas</p>	
<p><u>Conocimiento del Medio</u></p>	<p><b>Unidad 0</b> Presentación El colegio Normas de clase</p> <p><b>Unidad 1</b> Las partes del cuerpo Los cinco sentidos El movimiento y el aparato locomotor La alimentación saludable La higiene y el descanso</p>	<p><b>Unidad 2</b> La familia Los tipos de casa Las estancias de una casa Las tareas domésticas El plano de una habitación Así es mi casa</p> <p><b>Unidad 3</b> Los elementos de la calle Los tipos de barrios Los espacios del colegio Los tipos de tiendas Las señales de tráfico</p>	<p><b>Unidad 4</b> El tiempo y los fenómenos atmosféricos Los tipos de paisaje El agua en el paisaje Las estaciones del año</p> <p><b>Unidad 5</b> Los seres vivos Las partes de las plantas Las necesidades de las plantas Los alimentos y materiales que obtenemos de las plantas.</p>	<p><b>Unidad 6</b> Las características físicas de los animales Los medios donde viven los animales y sus formas de desplazarse La alimentación de los animales La reproducción de los animales Los animales domésticos Los animales salvajes</p>	<p><b>Unidad 7</b> Los materiales y sus características El origen de los materiales Las máquinas El ordenador El cuidado del planeta</p> <p><b>Unidad 8</b> Los tipos de transporte Los transportes según por dónde se desplazan Las construcciones y la energía que utilizan los transportes</p>	<p><b>Unidad 9</b> El calendario y el reloj Pasado, presente, futuro Los edificios antiguos y modernos</p>