



SHINE like the star you are.

Year 2 Spring 1

English

Writing to Inform

To write a non-chronological report to provide information on a particular subject.

- Opening questions
- Encapsulating what they want to say sentence by sentence
- Noun phrases to describe
- Concluding exclamatory sentence

Writing to Entertain

To write a change tale.

- Adverbs of time to sequence events
- Effective language choices
- Comparable adjectives
- Expanded noun phrases

Grammar & Punctuation

- Past and present tense
- Subordinating and coordinating conjunctions to join information and give reasons
- Commas to separate items in a list

Phonics & Spelling

- /r/ spelt 'wr'
- /igh/ spelt 'y'
- /ee/ spelt 'ey'
- Contractions
- Adding 'y' to words ending in 'e' with a consonant before it
- Adding suffixes: ing/ed/er/est to words ending in 'e' with a consonant before it

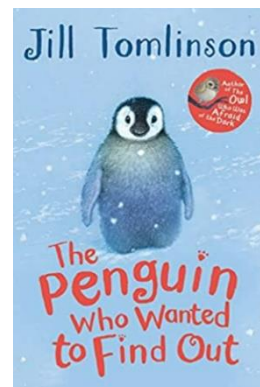
Handwriting

- To form lower-case letters of the correct size relative to one another.

Topic Hot & Cold Places



Class Book



Maths

Pupils should be able to:

Multiplication & Division

- To recognise equal groups
- To make equal groups
- To add equal groups
- To introduce the multiplication symbol
- To write multiplication sentences
- To use arrays
- To make equal groups – grouping
- To make equal groups - sharing
- To explore the 2 times table
- To divide by 2
- To use doubling & halving
- To understand odd and even numbers
- To explore the 10 times-table
- To divide by 10
- To explore the 5 times-table
- To divide by 5

<p style="text-align: center;">Science</p> <p style="text-align: center;">Living things and their Habitats</p> <p>Children will explore and compare the differences between living and non-living things and begin to recognise that different habitats provide for the basic needs of the animals and plants that live there.</p> <ul style="list-style-type: none"> To compare things that are living, dead and things that have never been alive. To recognize that living things live in habitats to which they are suited. To describe how different habitats provide for the basic needs of the animals and plants that live there. To name a variety of plants and animals in different habitats. <p>Working Scientifically</p> <ul style="list-style-type: none"> To identify, classify and sort objects into categories. To use their observations and ideas to suggest answers to questions. To ask simple questions and recognise that they can be answered in different ways. 	<p style="text-align: center;">RE</p> <p style="text-align: center;">What is the good news that Jesus brings?</p> <p>By the end of the unit, pupils are expected to be able to:</p> <ul style="list-style-type: none"> Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. Recognise that Jesus gives instructions to people about how to behave. Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas. <p>Pupils will know that:</p> <ul style="list-style-type: none"> Christians believe Jesus brings good news for all people. For Christians, this good news includes being loved by God, and being forgiven for bad things. Christians believe Jesus is a friend to the poor and friendless. Christians believe Jesus' teachings make people think hard about how to live and show them the right way. 	<p style="text-align: center;">Computing</p> <p style="text-align: center;">Creating Media Making Music</p> <p>This unit develops learners' understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Learners will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.</p> <ul style="list-style-type: none"> To describe a series of instructions as a sequence. To explain what happens when we change the order of instructions. To use logical reasoning to predict the outcome of a program. To explain that programming projects can have code and artwork. To design an algorithm. To create and debug a program that I have written.
<p style="text-align: center;">PSHE</p> <p style="text-align: center;">Me and My Relationships</p> <p>At the end of this unit, children will know how to maintain a variety of healthy relationships within a range of contexts and understand that relationships change for a variety of reasons.</p> <ul style="list-style-type: none"> To describe how their behaviour affects other people. To play and work co-operatively with others. To identify strategies to resolve simple arguments. To explain why relationships might change and describe how we might deal with these situations. 	<p style="text-align: center;">Music</p> <p>Glockenspiel</p> <ul style="list-style-type: none"> To use symbols to represent instrumental or sounds To follow a conductor To follow a graphic score <p>Recognising and exploring musical mood</p> <ul style="list-style-type: none"> To recognize how music can communicate different moods To explore vocal timbre To choose appropriate vocabulary to describe music (e.g. fast, slow, spiky, smooth, loud, quiet, etc.) <p>Choosing sounds to match a character, mood or theme</p> <ul style="list-style-type: none"> To begin to control dynamics To select appropriate vocal and percussion sounds to match a theme To use symbols to represent instrumental or vocal sounds 	<p style="text-align: center;">Geography</p> <p style="text-align: center;">Hot and Cold Places</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> Identify hot and cold places and locate them on a map. Recognise the features of a hot and a cold place. Identify the animals that live in hot and cold places and recognise how they adapt Compare a pack list for a trip to a hot place with a list for a cold place. <p>Extended writing opportunity: Write a postcard from a hot or cold place describing the climate and animals.</p>

Art Explore the world through mono print	PE Gymnastics	PE Dance
<p><u>Enquiry Question:</u> How can we bring our own experience to the things we draw? How can we create narratives by connecting objects or animals/habitats?</p> <p>Pupils should be able to:</p> <ul style="list-style-type: none"> • To record what I can see in photos and films through close looking and drawing. • To show an awareness of the relationship between drawing, looking and mark making when drawing small. • To understand what a mono print is and to make my own mono print using carbon paper. • To make a mono print that explores playful narrative or invention. • To display the work made through the half term and reflect on the outcomes 	<p>In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.</p> <ul style="list-style-type: none"> • To perform gymnastic shapes and link them together. • To be able to use shapes to create balances. • To be able to link travelling actions and balances using apparatus. • To demonstrate different shapes, take off and landings when performing jumps. • To develop rolling and sequence building. • To develop sequence work on apparatus. 	<p>Pupils will explore space and how their body can move to express an idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.</p> <ul style="list-style-type: none"> • To remember, repeat and link actions to tell the story of my dance. • To develop an understanding of dynamics and how they can show an idea. • Use counts of 8 to help you stay in time with the music. • To copy, remember and repeat actions using facial expressions to show different characters. • To explore pathways and levels. • To remember and rehearse a dance showing expression and character.