



SHINE like the star you are.

Year 2 – Spring 1

English

Instructions

To write a set of developed instructions.

- developed sequencing with subordinating and coordinating conjunctions to join information and give reasons
- commas to separate items in a list

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

Grammar & Punctuation

- Past and present tense
- subordinating and coordinating conjunctions to join information and give reasons
- commas to separate items in a list
- adverbs

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

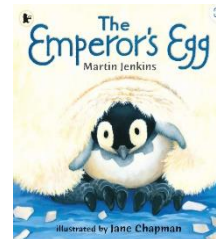
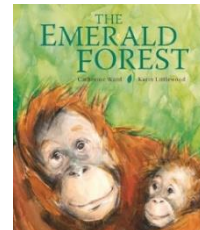
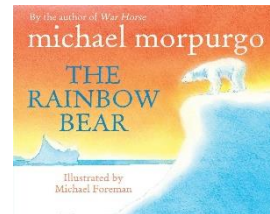
Handwriting

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

Hot and Cold Places



Class Book



Maths

Pupils will learn the following skills:

Money

- To count money – pence
- To count money - pounds (notes and coins)
- To count money - pounds and pence
- To choose notes and coin
- To make the same amount using different coins
- To compare amounts of money
- To calculate with money to find a total
- To make a pound
- To find change
- To calculate two-step problems

Multiplication and Division

- To recognise equal groups
- To make equal groups
- To add equal groups
- To introduce the multiplication symbol
- To calculate multiplication sentences

<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 recognise 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;">Music</p> <p style="text-align: center;">Musical Moods</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;">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;">Geography</p> <p style="text-align: center;">Hot and Cold Places</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>	<p style="text-align: center;">Computing</p> <p style="text-align: center;">Making Music</p> <p>In this unit, learners will be using a computer to create music. They will listen to a variety of pieces of music and consider how music can make them think and feel. Learners will compare creating music digitally and non-digitally. Learners will look at patterns and purposefully create music.</p> <ul style="list-style-type: none"> • To say how music can make us feel. • To identify that there are patterns in music. • To experiment with sound using a computer. • To use a computer to create a musical pattern. • To create music for a purpose. • To review and refine our computer work.

Art

Explore the world through mono print

Enquiry Question: How can we bring our own experience to the things we draw? How can we create narratives by connecting objects or animals/habitats?

- 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

PE

Gymnastics

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. 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.

- To perform gymnastic shapes and link them together.
- To use shapes to create balances.
- To link travelling actions and balances using apparatus.
- To demonstrate different shapes, take off and landing when performing jumps.
- To develop rolling and sequence building.
- To create a sequence using apparatus.

PE

Dance

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 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.

- To copy, repeat and create actions in response to a stimulus.
- To copy, create and perform actions considering dynamics.
- To create a short dance phrase with a partner showing clear changes of speed.
- To copy, repeat and create movement patterns in response to the theme.
- To create and perform using unison, mirroring and matching with a partner.
- To remember and repeat actions and dance as a group.