



SHINE like the star you are.

Year 2 – Spring 1

English

Instructions

To write a set of developed instructions.

- To write a developed sequence of sentences with subordinating and coordinating conjunctions to join information and give reasons.
- To use commas to separate items in a list.

Writing to Inform

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

- To write opening questions.
- To encapsulate what they want to say sentence by sentence.
- To include noun phrases to describe.

Grammar & Punctuation

- To use past and present tense correctly.
- To use subordinating and coordinating conjunctions to join information and give reasons.
- To use commas to separate items in a list.
- To use adverbs.

Phonics & Spelling

- To spell words where /r/ is spelt 'wr'.
- To spell words where /igh/ is spelt 'y'.
- To spell words where /ee/ is spelt 'ey'.
- To spell contractions correctly.
- 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.

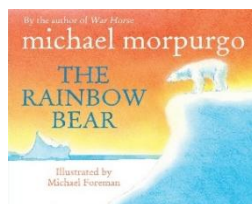
Handwriting

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

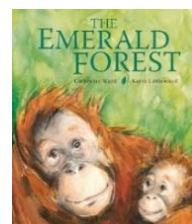
Hot & Cold Places



Class Book



Iona Rangeley



EINSTEIN
the
PENGUIN
An unforgettable new friend has come to stay

Maths

Addition & Subtraction

- To add two 2-digit numbers (not across a 10).
- To add two 2-digit numbers (across a 10).
- To subtract two 2-digit numbers (not across a 10).
- To subtract two 2-digit numbers (across a 10).
- To calculate mixed addition and subtraction.
- To compare number sentences.
- To solve missing number problems.

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

<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><u>Working Scientifically</u></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;">Geography</p> <p style="text-align: center;">Hot and Cold Places</p> <ul style="list-style-type: none"> • Where are the world's hot and cold places? • What is it like in the world's hot and cold places? • What human and physical features would I find in the world's hot and cold places? • How do animals adapt to hot and cold places? • What would I pack for a visit to a very hot place? How would it be different if I was going to a very cold place? • How can I describe what it is like in a hot or cold place? • Extended writing opportunity: Write a postcard from a hot or cold place describing the climate, features and animals seen. 	<p style="text-align: center;">Music</p> <p style="text-align: center;">Singing</p> <ul style="list-style-type: none"> • Breathe after each phrase in a song when singing. • Sing a song from memory. • Use different pitches while singing (high and low notes). • Sing lyrics accurately. • Perform actions that match lyrics. • Collaborate and communicate within a group. • Use sounds creatively to represent a chosen environment. • Perform a composition. • Apply pitch and dynamics to enhance a composition. • Read notation from left to right.
<p style="text-align: center;">PSHE</p> <p style="text-align: center;">Wellbeing & Personal Safety</p> <p>At the end of this unit, children will know how to recognise various emotions and develop a growth mindset to enable them to manage these. They will also develop an understanding of privacy and personal boundaries.</p> <ul style="list-style-type: none"> • To describe a range of feelings and develop simple strategies for managing them. • To recognise the difference between secrets and surprises. • To begin to understand the concept of privacy and appropriate touch. 	<p style="text-align: center;">RE</p> <p style="text-align: center;">Who is a Muslim and how do they live?</p> <ul style="list-style-type: none"> • What do Muslims think about God? • What do some of the Muslim 99 Beautiful Names for God mean? • What does the Shahadah say about Muslim beliefs? • Who was the Prophet Muhammad and why is he important to Muslims? • What do Muslims believe the Prophet Muhammad was like? • Why is the Prophet Muhammad so important to Muslims? • What do Muslims do because they love to treat the Quran with respect? 	<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 computer work.

<p style="text-align: center;">Art</p> <p style="text-align: center;">Explore the world through mono print</p> <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> <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 style="text-align: center;">PE</p> <p style="text-align: center;">Gymnastics</p> <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. 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 gymnastics shapes and link them together. • To perform gymnastic shapes with control link them together. • To use shapes to create balances. • To link travelling actions and balances using apparatus. • To develop travelling actions and balances using apparatus. • To demonstrate different shapes, take off and landings when performing jumps. 	<p style="text-align: center;">PE</p> <p style="text-align: center;">Dance: Rainforest and Jack Frost</p> <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 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 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.
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