

Aim high, believe; Fly high, achieve.

Term: Spring

Year 2

Main theme for learning: Why does it matter where our food comes from?

Who was Mary Seacole?

English	Numeracy	Science	Computing	RE
<ul style="list-style-type: none"> <li>I can spell by learning to spell common exception words.</li> <li>I can spell by learning to spell some words with contracted forms.</li> <li>I can spell by learning the possessive apostrophe (singular) [for example, the girl's book].</li> <li>I am starting to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</li> <li>I am developing positive attitudes towards and stamina for writing by writing for different purposes.</li> <li>I can consider what I am going to write before beginning by encapsulating what I want to say, sentence by sentence.</li> <li>I can make simple additions, revisions and corrections to my own writing by proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].</li> <li>I can use grammatical terminology for Year 2 learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks.</li> <li>I can use grammatical terminology for Year 2 learning how to use commas for lists.</li> <li>I can use expanded noun phrases to describe and specify [for example, the blue butterfly].</li> <li>I know how to use the present and past tenses correctly and consistently including the progressive form.</li> <li>I know how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>read accurately words of two or more syllables that contain the same graphemes as above</li> <li>read words containing common suffixes</li> <li>read further common exception words, noting unusual correspondences between</li> </ul>	<ul style="list-style-type: none"> <li>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.</li> <li>To count money in pence and pounds and choosing notes or coins.</li> <li>To make, calculation and compare amounts of money, and to find change.</li> <li>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> </ul>	<p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>I can notice that animals, including humans, have offspring which grow into adults</li> <li>I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> <li><b>Working scientifically</b></li> <li>I can ask simple questions and recognize that they can be answered in different ways.</li> <li>I can observe closely, using simple</li> </ul>	<p><b>Robot Algorithms (Spring 1)</b></p> <ul style="list-style-type: none"> <li>To describe a series of instructions as a sequence.</li> <li>To explain what happens when we change the order of instructions.</li> <li>To use logical reasoning to predict the outcome of a program.</li> <li>To explain that programing projects have code and art work.</li> <li>To design an algorithm</li> <li>To create and de-bug a program that I have written</li> </ul> <p><b>Making music (spring 2)</b></p> <ul style="list-style-type: none"> <li>To say how music makes us feel and to identify the patterns in music</li> <li>To experiment with sounds</li> </ul>	<p><u>Understanding Christianity</u></p> <p><u>Gospel - What is the good news that Jesus brings?</u></p> <p>I can tell stories from the Bible and recognise a link with a concept of Gospel or good news.</p> <p>I can give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) means to Christians.</p> <p>I can recognise that Jesus gives instructions to people about how to behave.</p> <p>I can give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace and bringing good news to the friendless.</p> <p>I can give at least two examples of how Christians put these beliefs into practice in the church community and their own lives (for example: charity, confession).</p> <p>I can 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>

<p>spelling and sound and where these occur in the word</p> <ul style="list-style-type: none"> <li>• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• reread these books to build up their fluency and confidence in word reading</li> </ul> <p><u>Comprehension</u></p> <ul style="list-style-type: none"> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> </ul> <p>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <ul style="list-style-type: none"> <li>• discussing the sequence of events in books and how items of information are related</li> <li>• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>• being introduced to non-fiction books that are structured in different ways</li> <li>• recognising simple recurring literary language in stories and poetry</li> <li>• discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>• discussing their favourite words and phrases</li> <li>• continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>• understand both the books that they can already read accurately and fluently and those that they listen to by:</li> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>• making inferences on the basis of what is being said and done</li> <li>• answering and asking questions</li> <li>• predicting what might happen on the basis of what has been read so far</li> <li>• participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> </ul>	<p>equipment.</p> <ul style="list-style-type: none"> <li>• I can perform simple tests</li> <li>• I can identify and classify using observations and ideas to suggest answers to questions</li> <li>• I can gather and record data to help in answering questions.</li> </ul>	<p>using a computer</p> <ul style="list-style-type: none"> <li>• To use a computer to create a musical pattern</li> <li>• To create music for a purpose</li> <li>• To review and refine our computer work</li> </ul>	<p><b><u>Salvation - What does Easter mean to Christians?</u></b></p> <p>Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible.</p> <p>Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people). Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship.</p> <p>Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas.</p>
---	--	--	--	---

History/Geography	Art	Design Technology	Music	PE	PSHE
<p><b>Geography</b> <b>Why does it matter where our food comes from?</b></p> <p><b>Locational knowledge</b></p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><b>Human and physical geography</b> Identify daily and seasonal 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 basic geographical vocabulary to refer to key physical and human features.</p> <p><b>Geographical skills and fieldwork</b></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 aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Use simple observational skills to study key human and physical features of environments.</p> <p>Use simple fieldwork and observational skills to study an area.</p> <p><b>History</b> <b>Who was Mary Seacole?</b></p> <p>I can ask and answer questions about the past.</p> <p>I can use common words and phrases relating to the passing of time.</p> <p>I can develop an understanding of different ways in which the past is represented.</p> <p>I can identify some changes that have occurred in the past.</p> <p>I can fit people and events into a chronological framework.</p> <p>I can show an understanding of a significant individual from the past.</p>	<p><b>Colour wheel</b></p> <p>I know how to make secondary colours</p> <p>I know that the shade of paint can be changed by adding black or white</p> <p>I can change secondary colours by different proportions of primary</p> <p>I can experiment with different brushes and tools to choose the right thickness of paintbrush to choose the desired outcomes.</p>	<p><b><u>Making vegetable pies</u></b></p> <p>I can understand the importance of healthy eating and knowing where my food comes from.</p> <p>I am aware that others may have different dietary needs.</p> <p>I can discuss where vegetables are grown and what season they're grown in.</p> <p>I can prepare and cook ingredients safely and hygienically.</p> <p>I can follow a recipe.</p> <p>I can evaluate my pie.</p>	<p><b>(Spring 1)</b> <b>Exploring Feelings Through Music</b></p> <p><b>Inventing a Musical Story (Spring 2)</b></p> <p>I can demonstrate an understanding and appropriate use of musical language from both prior and new learning.</p> <p>I can demonstrate a basic understanding of how feelings can connect with/ relate to music.</p> <p>I can demonstrate some basic understanding of musical style.</p> <p>I can demonstrate an understanding and use of basic differences in pitch and note duration.</p> <p>I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.</p> <p>I can demonstrate a basic understanding of the importance of posture and technique when performing.</p>	<p><b>Multiskills</b> <b>Balance on low apparatus with good control</b></p> <p><b>Changing direction quickly with good balance and control (agility)</b></p> <p><b>Co-ordinating body whilst beginning to move at different speeds with various equipment</b></p> <p><b>Compete challenges in a team in various running/obstacle games and working together to improve team performance</b></p> <p><b><u>Gymnastics</u></b></p> <p>Perform some balances and explain strategies to keep their body still</p> <p>Perform some shapes, jumps and rolls with good body control</p> <p>Travel in a variety of ways with good body control</p> <p>Create a short sequence with a variety of shapes (including a start and finish shape), jumps and rolls and perform with good body control</p>	<p>School value days: Kindness Courage</p> <p><b><u>Keeping myself safe</u></b></p> <p>I can understand that medicines can make people feel better but can also be dangerous</p> <p>Identify situations in which they feel safe or unsafe and how to deal with these</p> <p>Identify situations in which they would need to say yes, no, I'll ask or I'll tell in relation to keeping themselves and others safe.</p> <p>To recognise that body language and facial expressions can give clues as to how they are feeling and identify the types of touch they don't like.</p> <p>To recognise, know and identify who they should talk to if someone touches them in a way that makes them feel uncomfortable.</p> <p>Identify safe and unsafe secrets.</p> <p><b><u>Rights and responsibilities.</u></b></p> <p>I can explain, and use, strategies for dealing with impulsive behaviour.</p> <p>I can identify what I like about the school environment.</p>

			I can introduce my performances.	<p><b><u>Jungle Dance</u></b></p> <p><b>Move in time to the music showing some expression</b></p> <p><b>Perform dance movements with control</b></p> <p><b>Perform dance movements showing a variety of levels</b></p> <p><b>Perform dance movements showing travelling in different directions e.g. sliding, turning, gesturing</b></p> <p><b>Remember simple dance steps perform with control in time to the music</b></p>	<p>I can identify any problems with the school environment (e.g. things needing repair).</p> <p>I can make suggestions for improving the school environment.</p> <p>I can recognise that we all have a responsibility for helping to look after the school environment.</p> <p>I can understand that people have choices about what they do with their money.</p> <p>I know that money can be saved for a use at a future time.</p> <p>I can explain how I might feel when I spend money on different things.</p>
--	--	--	----------------------------------	--	---