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| Respect | Resilience | Pride | Kind and Caring | Optimism | Independence |
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Swords and Sandals

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| Year Group: Year 2 | Teacher: Miss Jennings | Spring Term 2 |
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| English | Maths |
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| <p>Early reading and comprehension: The children in Year 2 will take part in a comprehension/ phonics-based task every morning. This will be using their reading skills to decode passages of writing in order to answer comprehension questions or will involve looking at alternative sounds for those already learnt. For example, air – ‘a pair in the lair’ ere – ‘where? Over there!’ ear – ‘the bear ate the pear’</p> <p>Reading The children will access a wide range of stories throughout the school week, being read to twice a day by one of their teachers, as well as having regular access to the class reading corner. They will have 1:1 reading with an adult on a weekly basis. During this time, we will develop their reading fluency and comprehension skills.</p> <p>Key Literacy texts: Dear Earth- Isobel Otter</p> <p>Writing: To plan what they intend to write To write in both the present and past tense To proof read, edit text and form a final draft To write for a form of purposes. For example, persuasion, sharing of information etc. To explore poetic writing To use Subordination (when, if, that, because) and co-ordination (using or, and, but) To use expanded noun phrases for description and specification (stunning, swirling fish) To use a range of sentence types (statement, command, exclamation and question) To use capital letters, full stops, question marks and exclamation marks to demarcate sentences To use commas to separate items in a list To use apostrophes to mark where letters are missing in spelling and to mark possession</p> <p>Home learning: -Read the children’s reading book 3 x each week -Share their library book several times each week. Discussing characters, storyline, illustrations and predicting the ending. To practise writing their spellings within sentence at least once a week.</p> | <p>Multiplication and Division: -Understanding the multiplication and division symbol -To use arrays -To make equal groups- grouping -To make equal groups-sharing -To practise the 2 x table -To divide by 2 -To double and halve -To use odd and even numbers -To practise the 10 x table -To divide by 10 -To practise the 5 x table -To divide by 5 -To use both 5 and 10 x table -To solve multiplication word problems</p> |

| Topic: History and Geography | Science |
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| <p>Geography: Seasons What are seasons?</p> <p>Can we observe the weather? What have we observed about the weather? Why does the weather change? What are the seasons? What can we find out about the weather in different parts of the country? What changes occur through the seasons, and how are they shown on maps?</p> | <p>Exploring Everyday Materials 2 (1)</p> <p>Build a structure strong enough to withstand wind Build a waterproof structure Understand the properties of glass and its uses Understand that materials are used to create a variety of furniture Explore a variety of fabrics and understand their different properties Explain the uses of materials and why they are suitable</p> |

| RE | PSHE |
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| <p>Why does Easter matter to Christians? (Salvation)</p> <p>Make sense of belief: Recognise that Incarnation and Salvation are part of a 'big story' of the Bible Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) Understand the impact: Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter Make connections: Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.</p> | <p>Relationships and Sex Education</p> <p>To recognise the main external parts of the bodies of humans, including names for sexual parts. To describe what their bodies can do. To understand that they have responsibility for their body's actions and that their body belongs to them To know how to keep themselves clean. To understand the importance of basic hygiene practices, e.g. washing hands, using a tissue, and how these prevent the spread of disease. To understand what they have learned and be able to share it with others.</p> |

| Expressive Arts | ICT |
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| <p>Design and Technology – Textiles – Puppets To join Fabrics using pins, clips and staples To design my puppet To make and join my puppet To decorate my puppet</p> | <p>Creating Media – Digital Photography To recognise what devices can be used to take photographs To talk about how to take a photograph To explain what I did to capture a digital photo To explain the process of taking a good photograph To take photos in both landscape and portrait format To identify what is wrong with a photograph To explore the effect that light has on a photo To recognise that images can be changed</p> |

| PE | Music |
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| <p>Badminton Move into a space To control your body when and equipment when throwing, running and jumping To land safely when jumping To run and jump on the balls of your feet To show the correct pull throw technique To compete against yourself and others</p> <p>Football To move into a space To move with a ball To roll, kick and carry a ball To stop a ball using your feet To move towards a goal to defend it To compete against others trying to score</p> | <p>Unit 4 – Pitch Demonstrate increased understanding and use of basic musical features as appropriate to a specific music content (E.g getting louder, softer, higher, lower, faster, slower, describe how sounds are made, combined, etc. and name common classroom instruments.</p> |
| Personal Development | |
| | <p>Veg Power – Eat more veg whole school competition.</p> <p>Red Nose Day</p> <p>Mother’s day</p> <p>World Book Day</p> <p>NSPCC</p> |