

## Year 2: Spring Term – 1<sup>st</sup> Half Term

<p><b>English Autumn 1 and 2</b> Reading: Writing: Spelling as below</p>	<p><b>PSHE / JIGSAW: Dreams and Goals</b></p> <p>To understand and choose realistic goals and suggest ways it can be achieved. To work well together can explain what working well together looks like To understand and explaining how working with others can be helpful To choose sensible and effective work partners.</p>	<p><b>Art: Surface and Colour – Use complementary and tertiary colours</b></p> <p>To knowing that different amounts of paint and water can be used to mix hues of secondary colours To know that colours can be mixed to 'match' real life objects or to create things from your imagination To mix paint to create all the secondary colours To predict outcomes of mixing paints To mix a range of tertiary colours To discuss the colour wheel To talk about why selected colours have been chosen.</p>
<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• 2D and 3D shape</li> <li>• Revision of addition and subtraction</li> <li>• Multiplication</li> <li>• Division</li> <li>• Money</li> <li>• Telling the time on an analogue clock</li> </ul>	<p><b>RE: The Church</b></p> <p>To discuss our experiences of going to Church To visit and then discuss the external and internal features of St. Mary's Church and English Martyrs Church To interview the vicar about his role</p>	<p><b>Design Technology</b></p>
<p><b>Science: Animals including humans</b></p> <p>To know that animals, including humans have offspring which grow into adults To find out about and describe the basic needs of animals and humans for survival (water, food, air) To describe the importance for humans of exercise, eating the right amounts of different food, and hygiene</p> <p>The children will be working scientifically by observing, through video and pictures how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy.</p>	<p><b>Geography: In what ways is Sri Lanka similar and different to the UK?</b></p> <p>To locate Sri Lanka and the continent of Asia on a world map. To make a map representation of Sri Lanka. To observe and discuss similarities and differences between the human and physical geography of Goring/Worthing and Sri Lanka To select information from resources provided. To use information and observations I have made to respond to questions about places (Goring/Sri Lanka) To use aerial photos to recognise landmarks and human/physical features of Sri Lanka</p>	<p><b>Music: Instruments – Musical Storytelling</b></p> <p>To explore listening and analysing a piece of music in relation to a story To explore how music and sound effects can tell a story To select appropriate sounds to match events, characters and feelings in a story To suggest appropriate sounds to represent parts of a story To perform a composition showing changes in tempo and dynamics</p>

### Computing: Programming – Robot Algorithms

To follow and give unambiguous instructions.  
To create different algorithms for a range of sequences.  
To use an algorithm to programme a floor robot.  
To predict the outcome of a sequence.  
To identify different routes a floor robot can take  
To use an algorithm to create a programme.  
To test and debug each part of a programme.  
To put together the different parts of a programme.



Online safety theme: relationships and communication

### PE – Invasion Games

To understand what 'being in possession' means and how to support teammates  
To recognise that scoring goals is an attacking skill  
To recognise that stopping goals is a defending skill  
To consider ways to gain possession  
To develop marking and how this will help a team defend  
To share and learn simple tactics



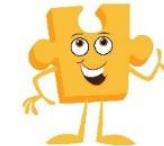
### PE – Team Building

To follow instructions carefully  
To say when I was successful at solving challenges  
To share my ideas and help solve tasks  
To work co-operatively with a partner and a small group  
To show honesty and play fairly  
To understand how to use, follow and create a simple diagram/map

## Year 2: Spring Term – 2<sup>nd</sup> Half Term

### English

- Reading a variety of fiction, non-fiction and poetry, linked where possible to our writing and themes
- Apply phonic knowledge and skills to decode words. (All phases)
- Blending and segmenting skills
- Build fluency through re-reading
- Using VIPERS reading skills in whole class/small groups
- Reading, writing and reciting poetry
- Extending vocabulary
- Planning for a story
- Writing extended sentences with a range of conjunctions
- Knowing and using capital letters correctly for sentence starts, names, headings and titles
- Reinforcing use of commas between adjectives, correct use of question marks and exclamation marks
- Begin to develop an understanding of apostrophes to shorten words and for possession
- Identifying different sentence types – command, statement, question, exclamation



### Handwriting

We will continue to practise the basic joins and make sure our handwriting is of uniform size.

### Spelling

In school we will be continue revising phonemes and blending these to spell whole words. We will explore patterns and rules when practising spellings. At home please use Spelling Shed to practise the rules, and also learn the list of Year 2 Common Exception Words.

Key texts: *Ice Trap* – Ernest Shackleton & *Lost and Found* – Oliver Jeffers

### PSHE / Jigsaw: Healthy Me

To know what their body needs to stay healthy  
To know what relaxed means  
To know why healthy snacks are good for their bodies  
To know which foods give their bodies energy  
To know that it is important to use medicines safely  
To know what makes them feel relaxed/stressed  
To know how medicines work in their bodies  
To know how to make some healthy snacks  
To feel positive about caring for their bodies and keeping it healthy  
To know how to have a healthy relationship with food and make healthy lifestyle choices  
To identify when a feeling is weak and when a feeling is strong  
To express how it feels to share healthy food with their friends

Maths
• Multiplication and Division
• Money
• Revision of Addition and Subtraction
• Length and Height
• Mass, capacity and temperature
• Introduction to fractions

### RE: Salvation - Why does Easter matter so much to Christians

To know that Easter is very important in the 'Big story' of the Bible  
To know the outline of events including: the entry into Jerusalem, the last Supper, Jesus' arrest and betrayal, He was put on trial, He was crucified, He came back to life and appeared to Mary Magdalene To know that Christians believe that Jesus is willing to forgive all people even those that put him on the

### Design Technology: tbc

<ul style="list-style-type: none"> <li>Telling the time on an analogue clock</li> </ul> 	<p>cross. That Jesus did this to build a bridge between man and God. By rising from the dead he gives Christians a hope in a new life</p> <p>To know that Christians believe in life after death</p> <p>To know some of the ways a local church celebrates Easter</p> 	
<p><b>Science: Animals including humans (continued)</b></p> <p>To know that animals, including humans have offspring which grow into adults</p> <p>To find out about and describe the basic needs of animals and humans for survival (water, food, air)</p> <p>To describe the importance for humans of exercise, eating the right amounts of different food, and hygiene</p> <p>The children will be working scientifically by observing, through video and pictures how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy.</p>	<p><b>History: Why do we remember Ernest Shackleton and Ibn Battuta? How were their explorations different?</b></p> <p>To sequence events in History</p> <p>To extract information from a range of sources and consider significance of a person's actions.</p> <p>To compare similarities and differences between two events</p> <p>To justify and give reasons to answer the enquiry questions.</p> 	<p><b>Music: Contrasting Dynamics – Space</b></p> <p>To use voice to create a variety of sounds</p> <p>To use dynamics to create an atmosphere</p> <p>To collaborate with peers to contribute to a group soundscape</p> <p>To correctly identify changes in dynamics</p> <p>To show changes in dynamics using bodies and vocals</p> <p>To compare two pieces of music using musical vocabulary to describe the changes in dynamics</p> <p>To interpret music in a visual form</p> <p>To identify and discuss patterns in different pieces of music</p> <p>To create a play patterns, notating them</p> <p>To create and play a simple pitch pattern accurately</p> 
<p><b>Computing: creating media-digital music</b></p> <p>To describe how music can make us feel</p> <p>To identify rhythms and patterns using digital music software</p> <p>To consider and explain how music can be used</p> <p>To recognise notes and tempo of music</p> <p>To create and evaluate their own digital music</p> <p>To edit digital music and design music for a specific purpose</p> 	<p><b>PE – Athletics</b></p> <p>To describe how my body feels during exercise</p> <p>To identify good technique</p> <p>To jump and land with control</p> <p>To use an overarm throw to help me to throw for distance</p> <p>To work with others, taking turns and sharing ideas jump and land with control</p> <p>To show balance and co-ordination when running at different speeds</p> <p><b>PE – Dance</b></p> <p>To begin to provide feedback using key words</p> <p>To copy, remember, repeat and create dance phrases</p> <p>To describe how my body feels during exercise</p> <p>To show a character and idea through the actions and dynamics I choose</p> <p>To use counts to stay in time with the music</p> <p>To work with a partner using mirroring and unison in our actions.</p> <p>To show confidence to perform</p>	