

Year 2: Spring Term – 1st 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.

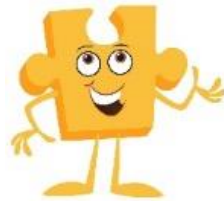
Spelling

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 continue to use Spelling Shed and learn the list of Year 2 Common Exception words.

PSHE / Jigsaw

“Dreams and Goals”

- Understand and choose realistic goals and suggest ways it can be achieved.
- Working well together can explain what working well together looks like
- Understanding and explaining how working with others can be helpful
- Choosing sensible and effective work partners.



Art

- 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
- Mix paint to create all the secondary colours
- Predict outcomes of mixing paints
- Mix a range of tertiary colours
- Discuss the colour wheel
- Talk about why selected colours have been chosen.



Maths

- 2D and 3D shape
- Revision of Addition and Subtraction
- Multiplication
- Division
- Money
- Telling the time on an analogue clock



RE

The Church

- Discussing our experiences of going to Church
- External and internal features of St. Mary's, Goring and their uses
- Interviewing the vicar about his role

In order to support our work, we will be visiting St.Mary's and talking to the clergy who work there.



Design Technology

Science

Throughout the Spring term, the children will be learning about animals, including humans. We will be focusing on the following areas:

- noticing that animals, including humans, have offspring which grow into adults
- finding out about and describing the basic needs of animals, including humans, for survival (water, food and air)
- describing the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

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.

Geography


- Name and locate the world's seven continents.
- Name and locate the world's five oceans
- Name some of the world's hot and cold countries.
- Begin to identify and locate deserts and poles on a world map.
- Identify the location of hot and cold areas of the world.
- Understand why countries are hot and cold in relation to the Equator and the North and South Poles.
- Use a plan and an infant atlas to create a simple map.
- Use symbols on a simple map.
- Use geographical vocabulary



Music

- Make plausible descriptions of the music.
- Identify a few instruments and the sounds of different sections of the orchestra.
- Create a piece of music with some appropriate tempo, dynamic and timbre changes.
- Perform confidently using appropriate instrumental sounds.
- Clap the rhythm of their name.
- Sing the melody accurately while playing their instrument in time.
- Play a known melody from letter notation.
- Play a new melody from letter notation.
- Invent a melody, write it down and play it back.
- Select instruments with different timbres.
- Compose and perform a piece using different dynamic levels.



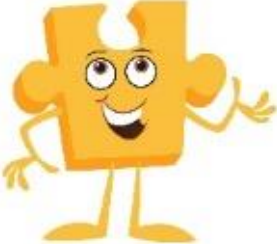
<p style="text-align: center;">Computing</p> <p>“Creating Media: Making Music”</p> <ul style="list-style-type: none"> • Describe how music can make us feel • Identify rhythms and patterns using digital music software • Consider and explain how music can be used • Recognise notes and tempo of music • Create and evaluate their own digital music • Edit digital music and design music for a specific purpose 	<p style="text-align: center;">History</p>	<p style="text-align: center;">PE</p> <p><u>Invasion Games</u></p> <ul style="list-style-type: none"> • Understand what 'being in possession' means and how to support teammates • Recognise that scoring goals is an attacking skill • Recognise that stopping goals is a defending skill • Consider ways to gain possession • Develop marking and how this will help a team defend • Share and learn simple tactics  <p><u>Fitness & Indoor Athletics</u></p> <ul style="list-style-type: none"> • Understand how to run for longer periods of time without stopping. • Develop co-ordination and timing when jumping • Develop individual skipping. • Take part in a circuit to develop stamina and agility. • Explore exercises that use your own body weight. • Develop 'ABC,' agility, balance and co-ordination. • Explore the technique for throwing different objects • Develop agility when bouncing at speed
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Key Texts Spring 1

<ul style="list-style-type: none"> • Polar Bear, Polar Bear, what do you see? by Bill Martin Jr 			
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Year 2: Spring Term – 2nd Half Term

<p style="text-align: center;">English</p> <ul style="list-style-type: none"> • 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 	<p style="text-align: center;">PSHE / Jigsaw</p> <p><u>Healthy Me</u> Children will:</p> <ul style="list-style-type: none"> • Know what their body needs to stay healthy • Know what relaxed means • Know why healthy snacks are good for their bodies • Know which foods given their bodies energy 	<p style="text-align: center;">Art</p>
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<ul style="list-style-type: none"> • 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 <p>Handwriting We will continue to practise the basic joins and make sure our handwriting is of uniform size.</p> <p>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 continue to use Spelling Shed and learn the list of Year 2 Common Exception words.</p>	<ul style="list-style-type: none"> • Know that it is important to use medicines safely • Know what makes them feel relaxed/stressed • Know how medicines work in their bodies • Know how to make some healthy snacks • Feel positive about caring for their bodies and keeping it healthy • Have a healthy relationship with food • Desire to make healthy lifestyle choices • Identify when a feeling is weak and when a feeling is strong • Express how it feels to share healthy food with their friends 	
<p style="text-align: center;">Maths</p> <ul style="list-style-type: none"> • Multiplication and Division • Money • Revision of Addition and Subtraction • Length and Height • Mass, capacity and temperature • Introduction to fractions • Telling the time on an analogue clock 	<p style="text-align: center;">RE</p> <p><u>Salvation</u> Children will:</p> <ul style="list-style-type: none"> • know that Easter is very important in the 'Big story' of the Bible. • know the outline of events including the entry into Jerusalem, the last Supper, Jesus' arrest and betrayal, He 	<p style="text-align: center;">Design Technology</p> <ul style="list-style-type: none"> • To share and list ideas for a design. • To brainstorm ideas about ice lollies • To know how to make them and to know what is needed.



was put on trial, He was crucified, He came back to life and appeared to Mary Magdalene.

- know that Christians believe that Jesus is willing to forgive all people even those that put him on the 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.
- know that Christians believe in life after death.
- know some of the ways its local church celebrates Easter.



- To know what makes a healthy option.
- To plan and make a healthy ice lolly.
- To taste and evaluate their lolly.



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- describing the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

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.

Geography

Music

- Use their voice to create a variety of sounds.
- Use dynamics to create atmosphere.
- Correctly identify some instruments and changes in dynamics in a piece.
- Explain how the same instrument can have many different sounds.
- Compare two pieces of music using some musical vocabulary to describe the changes in tempo, dynamics and timbre.
- Successfully create and play a motif.
- Notate and write down their motif in some form.



Computing

History

Physical Education

Why do we remember Ernest Shackleton and Ibn Battuta?
How were their explorations different?

- To sequence events in History

Athletics

- describe how my body feels during exercise.
- identify good technique.



Programming A – Robots Algorithms

Children will be taught to:

- Follow and give unambiguous instructions.
- Create different algorithms for a range of sequences.
- Use an algorithm to programme a floor robot.
- Predict the outcome of a sequence.
- Identify different routes a floor robot can take.
- Use an algorithm to create a programme.
- Test and debug each part of a programme.
- Put together the different parts of a programme.

- To extract information from a range of sources and consider significance of a person's actions.
- Compare similarities and differences between two events
- Justify and give reasons to answer the enquiry questions.



- jump and land with control.
- use an overarm throw to help me to throw for distance.
- work with others, taking turns and sharing ideas.
- show balance and co-ordination when running at different speeds.
- try their best.



Dance

- begin to provide feedback using key words.
- copy, remember, repeat and create dance phrases.
- describe how my body feels during exercise.
- show a character and idea through the actions and dynamics I choose.
- use counts to stay in time with the music.
- work with a partner using mirroring and unison in our actions.
- show confidence to perform.

Key Texts Spring 2

- Ice Trap – Ernest Shackleton
- Lost and Found – Oliver Jeffers

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