



## Key Stage Spring 2

Mrs Craven, Miss Harrison, Miss Win-  
nard

### CORE SUBJECTS

#### ENGLISH

**Text focus:** Little People Big Dreams—Queen Elizabeth II, non-fiction texts about rabbits

#### **Writing focus:**

1. A chronological report about the life of Queen Elizabeth II 2. A non-chronological report about rabbits

**Reading:** guided reading 30 minutes per day, class read 10 minutes per day, independent reading 20 minutes per day.

**Spelling, grammar and punctuation:** a range of grammar and punctuation embedded daily

**Phonics:** taught daily in groups with sounds appropriate to each child's phonic knowledge

#### RELIGION – Opportunities and Lent

To understand the importance of Ash Wednesday

To learn that Lent is a time for giving

To understand what happened on Palm Sunday

To understand the significance of Maundy Thursday and Good Friday

To understand the importance of Holy week

#### MATHS - Place value (within 20)

##### Year 1—

Understand 11, 12 and 13

Understand 14, 15 and 16

Understand 17, 18 and 19

Understand 20

more and 1 less

The number line to 20

Use a number line to 20

Estimate on a number line to 20

Compare numbers to 20

##### Year 2—Addition and Subtraction

##### Shape

To compare number sentences

To understand missing number problems

To recognise 2-D and 3-D shape

To count sides and vertices on 2-D shapes

To understand lines of symmetry on shapes

To count faces and edges on 3-D shapes

To make patterns with 2-D and 3-D shapes

#### SCIENCE – Seasonal Changes/What animals need to survive

Find out about and describe the basic needs of animals for survival (water, food and air) including mammals, birds and fish

Observe changes across the four seasons—Spring

to explore what animals need survival- mammals

to explore what animals need survival- birds

to explore what animals need survival- fish

to explore seasonal changes- Changes in spring

#### Computing—What is a computer?

- Name some computer peripherals and their function.
- Recognise that buttons cause effects.
- Explain that technology follows instructions.
- Recognise different forms of technology.
- Design an invention which includes inputs and outputs.
- Explain the role of computers in the world around them.

#### RHE— Created to love others—keeping Safe

Super Susie helps children to tell the difference between good and bad secrets. This unit also explores teaching on physical boundaries, incorporating the PANTS resource by the NSPCC. Through the animated expert Dr Dat-fa, children will also learn about the effects of harmful substances (including alcohol and tobacco), some basic First Aid, what makes a 999 emergency and what they should do in an emergency situation

#### PHSE -

Health and well being activities



### **TOPIC – What is it like here? Geography**

To locate our school on a map

To create a map of the classroom.

To locate key features of the playground

To draw a simple map of the school playground

### **Art— Sculpture and 3D**

- Roll paper tubes and attach them to a base securely.
- Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other.
- Shape paper strips in a variety of ways to make 3D drawings.
- Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest.
- Create a tree of life sculpture that includes several different techniques for shaping paper.
- Work successfully with others, sustaining effort over a time.
- Paint with good technique, ensuring good coverage.

### **Music - Zootime (Reggae)**

A range of listen and appraise, musical and performance activities throughout the unit

### **PE—Games and Dance**

#### **Dance**

##### **Year 1**

I can move to music

I can copy some dance moves

I can perform my own dance movements.

I can move sensibly and safely in space.

I can make up a short dance of approx. 3 repeated moves.

##### **Year 2**

I can change rhythm, speed, add level and change of direction.

I dance with some coordination and control.

I make a sequence by linking learned sections together.

I use a dance to show mood and feeling of the topic.

#### **Games**

I can use hitting, kicking and/or rolling in a game.

I can decide the space I need to be in during a game.

I can use basic tactics in a game.

I follow the rules of the simplified games.