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| Year 2 | 1st Half Spring Term | 2nd Half Spring Term |
| Theme/Topic title | Dangerous Dragons | Splash Attack |
| Educational visits/Visitors |  | Birmingham Sea Life Centre |
| Hook | Dragon egg discovery | Sea Life centre visit |
| Texts | The Egg - M.P Robertson | The snail and the whale – Julia Donaldson |
| English | Fiction focus | Descriptive writingNarrative writing | Descriptive writingNarrative writingPostcard |
| Non-fiction focus | Newspaper reportInstructions – How to flyBlurb & book cover | Non-chronological report (humpback whales)Trip recountBook reviewInstructions (How to make a CD fish) |
| Poetry | If I had wings – Pie Corbett (used for poetry slam) | The Sound Collector – Roger McGough (seaside sounds) |
| Phonics | ContractionsApostrophe for possession-ly suffixSilent lettersPlurals | -er/est suffixCompound words-ness/ment/ful/le/ss suffixle/al/el/il/all soundHard/soft c-tion ending |
| SPaG | Noun phrasesConjunctions (and, but, or)Conjunctions (when, if, that, because)CL . ? !Sentence types (recap) | Speech punctuationSATs past papers (CGP, past papers, Twinkl) |
| Mathematics | Content overview | Mixed arithmeticMultiplication/division factsMissing number problems3D shapeTime (15 minute intervals, 5 minutes past)Fraction of quantityFraction of measure | MoneySubtraction (borrowing)Fraction of shapeLine of symmetryComplex missing number problemsReading ScalesWord problems addition and subtraction |
| Science | Focus | Materials | Animals including humans |
| Content overviewN.C. P.O.S. | * Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
* Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

1.Identify everyday materials in our environment2.Properties of everyday materials3. Manmade or natural?4.Use of materials: protect the egg5. Change material shape. | * Notice that animals, including humans, have offspring which grow into adults
* Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
* Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
1. Animals and offspring
2. Life cycle of a frog
3. Life cycle of a human
4. Human survival needs
5. Animal survival needs
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| Cornerstones Investigation | Which stuff is stickier? | What shape is a bubble? |
| Computing | Focus | Data handling | Controlling and modelling |
| N.C. subject content | * Understand and apply the fundamental principles and concepts of computer science, including abstraction, logic and data representation
* Be responsible, competent, confident and creative users of information and communication technology

1.2graph bar chart2.Textease spreadsheet frequency table3.2graph pictogram4.Textease spreadsheet bar chart | * Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
* Create and debug simple programs
1. Positional language using textease turtle
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| Online safety message | Who can you ask for help? | What should you do at home or school if something worries you on the internet? |
| Geography | Focus | N/A | Splash Attack – countries, oceans and continents |
| N.C. subject content | N/A | * 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
* Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
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| History | Focus | Mythical people, creatures and stories |  |
| N.C. subject content | * Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

1. Design mythical dragon.2.For sale poster (mythical dragon)3.Act and orally retell George and the Dragon myth4.Written retelling of George and the Dragon |  |
| Physical education | Content overview | Netball | Onside Coaching |
| N.C. subject content | * Participate in team games, developing simple tactics for attacking and defending
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| Art and design | Focus | Dragon art | Monet - Water |
| N.C. subject content | * Use drawing and painting to develop and share their ideas, experiences and imagination
* Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
1. Dragon eye drawing
2. Dragon eye pattern painting
 | * Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
* Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
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| Design and technology | Focus | Dragon design and crafts |  |
| N.C. subject content | * Use a range of materials creatively to design and make products
* Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

1.Concertina dragon2.Fire breathing dragon mask3. Dragon sock puppet.4.Dragon eye clay modelling5.Chinese dragon mask | * Design purposeful, functional, appealing products for themselves and other users based on design criteria
* Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
1. Monet's waterlilly
2. CD turtle
3. Jellyfish bowl
4. Rainbow fish printing
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| Music | Focus |  |  The commotion in the ocean |
| N.C. subject content |  | * Use voices expressively and creatively by singing songs and speaking chants and rhymes
* Play tuned and untuned instruments musically
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| PSHE |  | 3D PSHE:Emotions (anger)Emotions (sadness)ConsequencesRules and responsibilitiesTaking turnsLending and borrowingSharing | Road safety (led by outside agency) |
| R.E. |  | Key question:What can we learn from sacred books?* Christianity
* Judaism
* Islam
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| Cross curricular links | English | Descriptive language mythical dragon for sale poster (History)Which stuff is stickier? Explain with fronted time adverbials (Science)Retelling of George and the dragon (History) | Postcard – Geographical links in EnglishScience investigation – scientific vocabularyNon –chronological report – whales - Science |
| Maths | 2-graph software data handling (ICT)Properties of materials Venn diagram sorting (Science) | Symmetry – art |
| Other | What materials will best protect the dragon egg? (Science link)RE | Instructions (How to make a CD fish) – Art link |