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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 - covid restrictions unable to proceed |
| Class Texts | The Egg - M.P Robertson | The snail and the whale – Julia Donaldson |
| Guided Reading | Emily Brown and the thingDragons in the cityDragon poetry | The owl who was afraid of the darkSATs reading comp revision |
| English | Fiction focus | * Descriptive writing
* Narrative writing
 | * Descriptive writing
* Narrative writing
* Postcard
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| Non-fiction focus | * Newspaper report
* Non-chronological report on China
* Instructions on how to fly
 | * Non-chronological report (humpback whales)
* Trip recount
* Book review
* Instructions
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| Poetry | * If I had wings – Pie Corbett
 | * The Sound Collector – Roger McGough (seaside sounds)
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| Phonics | * Contractions
* Apostrophe for possession
* -ly suffix
* Silent letters
* Plurals
 | * -er/est suffix
* Compound words
* -ness/ment/ful/le/ss suffix
* le/al/el/il/all sound
* Hard/soft c
* -tion ending
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| SPaG | * Noun phrases
* Conjunctions (and, but, or)
* Conjunctions (when, if, that, because)
* CL . ? !
* Sentence types (recap)
 | * Speech punctuation
* SATs past papers (CGP, past paspers, Twinkl)
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| Mathematics | Content overview | Maths Mastery content:* Time (15 minute intervals, 5 minutes past)
* Fraction of quantity
* Fraction of measure
* Addition and subtraction of 2 digit numbers
 | Maths Mastery content:* Money
* Line of symmetry
* Numbers within 1000
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| Science | Focus | Uses of Everyday Materials | Animals including humans |
| Content overviewN.C. P.O.S. | * Identify, name and compare the uses of a variety of everyday materials
* Find out and demonstrate how the shapes of solid objects made from some materials can be changed
* Perform simple tests
* Gather and record data to help to answer questions
* Observe closely, using simple equipment
* Understand the term recycling
 | * 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
* Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
* Observe closely, using simple equipment (a magnifying glass or microscope)
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| Cornerstones Investigation | Which stuff is stickier? | Are the oldest children the fastest? |
| 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
 | * 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
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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 | Let’s go to China |  |
| N.C. subject content | * Use world maps, atlases and globes to identify the position of China, its capital city, some of the other main cities and surrounding oceans
* Use key geographical vocabulary to describe the key physical and human features of China
* Understand geographical similarities and differences through studying the human and physical features of a city in the United Kingdom (London) and of one in a contrasting non-European country (Beijing)
* Ask and respond to geographical questions
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| History | Focus |  | Great Explorers – Christopher Columbus (America) and Robert Falcon Scott (Antarctica) |
| N.C. subject content |  | * The lives of significant individuals in the past who have contributed to national and international achievements (linked to great explorers)
* Changes within living memory
* Use a wide range of vocabulary of everyday historical terms
* Ask and answer questions
* Understand some of the ways in which we find out about the past
* Develop an awareness of the past
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| Physical education | Content overview | Landscapes & Cityscapes | Gymnastics and throwing and catching |
| N.C. subject content | * Egg roll, log roll, teddy bear roll, Forward roll from a crouched position,
* From one roll into another roll,
* stand to finish,
* Balance in a shape, balance with a partner,
* copy and create movement sequences with a clear start and finish,
* Move with agility, balance and coordination,
* Evaluate their own and other’s work, improve their movements
 | * Master basic movements, as well as developing balance, agility and coordination, and begin to apply these in a range of activities
* Develop competence to excel in a broad range of physical activities
* Be physically active for sustained periods of time
* Engage in competitive sports and activities
* Lead healthy, active lives
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| Art and design | Focus | Landscapes and Cityscapes |  |
| N.C. subject content | * Use drawing and painting to develop and share ideas, experiences and imagination
* 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, identifying similarities and differences between their work
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| Design and technology | Focus |  | Pirate Paddy’s Packed Lunch Problem |
| N.C. subject content |  | * 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)
* Recognise the positives about an existing product and any problems
* Communicate ideas by creating a simple design
* Design, make, test and evaluate a product to solve a real life and relevant problem (linked to the task to build a structure for their lunch box)
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| Music | Focus | I wanna play in a band - This is a six-week Unit of Work. All the learning in this unit is focused around one song: I Wanna Play In A Band - a Rock song for children. | Zootime - this is a six-week Unit of Work. All the learning is focused around a reggae song. |
| N.C. subject content | An integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked | An integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked |
| PSHE |  | 3D PSHE: Emotions (anger) Emotions (sadness) Consequences Rules and responsibilities Taking turns Lending and borrowing Sharing | 3D PSHE: Rules and responsibilities Communities Money and financeAll About Me Programme |
| R.E. |  | Key question:What can we learn from sacred books?* Christianity
* Judaism
* Islam
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| Cross curricular links | English | Which stuff is stickier? Explain with fronted time adverbials (Science link)Let’s go to China – Geography report | Non –chronological report – whales – (Science link)Explorer’s diary entry - Science |
| Maths | 2-graph software data handling (ICT)Properties of materials Venn diagram sorting (Science link) | Symmetry – (Art link)Measuring skills - DT |
| Other |  |  |