|  |  |  |  |
| --- | --- | --- | --- |
| 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 thing  Dragons in the city  Dragon poetry | The owl who was afraid of the dark  SATs reading comp revision |
| English | Fiction focus | * Descriptive writing * Narrative writing | * Descriptive writing * Narrative writing * Postcard |
| 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 |
| Poetry | * If I had wings – Pie Corbett | * The Sound Collector – Roger McGough (seaside sounds) |
| 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 |
| 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) |
| 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 |
| Science | Focus | Uses of Everyday Materials | Animals including humans |
| Content overview  N.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) |
| 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 |
| 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 |  |
| 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 |
| 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 |
| 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 |  |
| 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) |
| 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 finance  All About Me Programme |
| R.E. | |  | Key question:  What can we learn from sacred books?   * Christianity * Judaism * Islam |
| 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 |  |  |