

**Year Two**  
**Spring Term 1 A Sense of Adventure**

Curriculum subject	WB 4.1.23	WB 9.1.23	WB 16.1.23	WB 23.1.23	WB 30.1.23	WB 6.2.23
What's happening when?	3.1.23 Inset Day Confident communicators week  PSHE/ART	5th Confident Communicators 10 <sup>th</sup> /11 <sup>th</sup> working with an artist  Art /DT	19 <sup>th</sup> Foxes assembly  History	25 <sup>th</sup> Maths curriculum eve 26 <sup>th</sup> Squirrels assembly 27 <sup>th</sup> INSET  RE	Rabbits assembly  Geography	7 <sup>th</sup> Internet safety day 10 <sup>th</sup> walk to Earlswood lakes  Computing/ Music
Retrieval		Similarities and differences between artists  Names of tools/techniques used in autumn term	Retrieve why these people are famous: Usain Bolt, Anna Klein, Maurice Ravel  Space facts- year 1	Features of a church  Re-tell lost sheep	Human and physical features  Countries in UK, capital cities, seas	Internet safety Algorithms Play videos of compositions recorded in autumn term.
Shared reading	Develop pleasure in reading by listening to, discussing and expressing views on a wide range of texts beyond those that can be read independently		Discuss sequence of events and how items of information are related	Character Feelings	Practise SATs questions	Practise SATs questions
Guided Reading	Answer questions and make some inferences - framework notes needed		Explain whats happened so far in what they have read (RWI individual books) answers noted on sheet		Under the books that he/she can already read accurately and fluently by making plausible predictions- TT	
Writing	The Literacy Tree- The Minpins					
Spelling	RWI spelling					

Grammar	To use commas to separate items in a list.	To understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command and write example of these.	To use question marks and exclamation marks appropriately.	To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name.	Consolidation	Consolidation
Maths	Shape	Money	Multiplication and Division			
Science	<p><b>Living things and their habitats (knowledge)</b>          What is a habitat?          What is a micro-habitat?          How do animals and plants depend on each other? (Food chains)</p> <p><b>Working Scientifically skills:</b>          Use simple equipment to observe closely          Communicate his or her ideas and what they do in a variety of ways          Perform simple comparative tests</p> <p><b>Investigation</b>          Observe carefully a microhabitat (forest school) and sketch the plants you find. Can you find any evidence of plants being eaten? What other living things can you see? Compare two different habitats and explain what animals and plants can be found there.</p>					
PE	<p><b>Real Dance unit 1</b>  <b>Real PE unit 3</b></p>					
Oracy	<p><b>Social and Emotional:</b> I can actively listen and respond to other people's ideas and opinions  <b>Linguistic:</b> I understand that different vocabulary is used in different situations  <b>Cognitive:</b> I can give reasons to support my opinions and ideas  <b>Physical:</b> I can speak fluently so my listener understands me</p> <p><i>Builder and Challenger</i></p>					
Foundation Subjects	<p><b>PSHE/Art</b>          Dreams &amp; Goals- Know what working together well in a group looks like and how different skills</p>	<p><b>Art- Take 1 picture Knowledge:</b>          Explore the differences and similarities within the work of artists,</p>	<p><b>History/Commando Joe</b>          Topic specific vocabulary relating to the time period.</p>	<p><b>RE</b>          Is the world a fair place          What are your big questions</p>	<p><b>Geography</b>          Study maps of Scotland. Use simple compass directions, locational and directional language e.g. near and far;</p>	<p><b>Computing/Music:</b>          Use technology respectfully.          Know who to talk</p>

	<p>complement each other. Know that it is important to work together to create an end product and justify what was helpful and what wasn't. Recognise their own strengths as a learner and work effectively with a partner to create an end product. Recognise how it feels to be part of a group that succeeds and store this feeling.</p>	<p>craftspeople and designers in different cultures (SMSC 3,5)</p> <p><b>Skills:</b> Sculpture (SMSC all) Represent things observed, remembered or imagined using colour/tools in two and three dimensions. Experiment with basic tools on rigid and flexible materials Try out different activities to make sensible choices about what to do next (BV 4)</p> <p>DT Work within a range of contexts such as the local community, industry and the wider environment. Investigate how sculpture is portrayed in the local area. Choose appropriate tools, equipment, techniques and materials from a wide range.</p>	<p>Learn about famous people from the past and plot their life events on the class timeline Learn about how events from the past made people famous</p> <p><b>Skills:</b> Show an awareness of the past, using common words and phrases relating to the passing of time. Describe where the people and events studied fit within a chronological framework and identify Describe events beyond living memory that are significant nationally or globally. To put events in chronological order To compare how people lived in the past to now. To make comparisons between famous people from the past. Darwin vs Bear Grylls</p>	<p>Class presentations in groups about is the world a fair place.</p>	<p>left and right, to describe its location. Notice Lochness as a feature of the map. Ask geographical questions such as, what is a Loch? How would we get to Lochness? Use basic geographical vocabulary to refer to key physical and human features. (See vocab mats) (BV - Individual Liberty) Read a story about the Lochness Monster. TT: Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, etc. Use basic geographical vocabulary to refer to key human features, including: city, town, etc Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</p> <p>Use stories to highlight the characteristics of the countries of the UK. Let's see Ireland by Sarah Bowie, Mabel and the Mountain by Kim Hillyard, Katie Morag's Island Stories by Mairi Hedderwick and All Aboard the London Bus by Patricia Toht</p>	<p>to if they have concerns. Know how to use online technologies safely. Recognise a range of technologies that are used in the wider world.</p> <p><b>Singing:</b> Sing songs with a small pitch range, pitching accurately. Play a range of singing games based on the <b>cuckoo interval (so-mi)</b> matching voices accurately, supported by a leader playing the melody. <b>Listening: Rock n Roll: Elvis Presley - Hound Dog</b> <b>Pop: The Beatles-With a little help from my friends.</b> Develop a pupil's shared knowledge and understanding of the origin, tradition, history and social context of the music they are listening to.</p>
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