

Year 2 Spring 1 – A Victorian Childhood



Emotional Awareness & Health: (*relationships; respect; knowledge of selves and others; learning skills of empathy; PSE; citizenship; Sport & P.E. (Not Dance)*)

PE and additional daily mile

Hockey & Football

Develop basic skills to travel with, send and receive a ball and other equipment in different ways

Using simple tactics and applying rules

Use what has been learnt to improve the quality and control of their work

Dance & Gymnastics

Recognise and describe how their bodies feel during different activities

Exploring movement with safety

PSE, Aiming High and Staying Positive

Empathy – what would life have been like for poor children?

Citizenship

Explain how childhood has improved in first-world countries

Spirituality: (*R.E.; prayer; worship; reflection; meditation*)

Margaret Carswell planning – Being Sacramental People

Collective Worship

Big Question – Where is God now?

Whole school worship.

Enterprise: (*Aiming High; Teamwork; Perseverance; Imagination; Sharing Ideas; Leading; Listening; Staying Positive; Solving Problems*)

School lunch menu.

School Drivers:

Knowledge of the World: (*Geography; History; Computing; Fair Trade*)

Computing

- Coding – creating and debugging simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Using search engines safely
- Powerpoint
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Geography (Spring 2)

- Identify the 7 continents and 5 oceans
- Comparisons between the UK and America
- Use basic geographical vocabulary to refer to physical geographical features
- Fieldwork on local area describing human and physical geography

History – The Victorians

- How do we know what childhood was like in the Victorian era?
- What happened to the children who were very poor or orphans?
- How did poor children spend their day?
- Who was Dr Barnardo?
- What happened in a Barnardo school?
- Is life for children today better or worse?

The Arts: (*Eng.; Music; Art; Drama; Dance; Italian*) (**CONTINUED**)

Art & DT

Exploring tone, texture and colour through Lowry's matchstick painting

Sewing

Investigating a variety of materials and techniques, e.g. wax resist

Adapt and improve own work

Comment on the work of others using comparative language

Dance

Exploring movement with safety

Responding to musical stimuli

Repeating/linking actions with co-ordination

Recognising and describing how different dance activities make you feel

The Arts: (English; Music; Art; Drama; Dance; Italian)

English

Sentence structure and punctuation - Organisation to **reflect purpose**, constant revision of how to **use Capital letters/Full stops/Spaces**

- Sentences in different forms e.g. statements, questions, exclamation and command.

Phonics

Revisit Phases 3/4/5 of Letters and sounds

Phase 6 – adding suffixes and using the past tense

Irregular spelling patterns

Using dictionaries

Spelling- Weekly spelling rule following phase 5/6 phonic word bank. Adding 'dge' sounds spelt as 'dge'; 'er' – 'est' to root words that end in a 'y' word endings 'll', 'el', 'al' and 'le'. Suffixes – 'ment' – 'ness' – 'ful' – 'less' – 'ly'

Composition and Effect – To be able to...

- Understand how and when to use adjectives /verbs. To sustain an idea throughout a piece of writing.
- Use a variety of sentence openers.
- **Join clauses with conjunctions.**
- Recognise and use features of story writing/informal letters.
- Recognise and use features for character/ settings description
- **Add detail (subordinate clauses)** to the end of a sentence
- **Use ambitious word choice.**
- **Expanded noun phrases.**
- **Present and past tense correctly used in the progressive form.**

Guided Reading – 5 reading domains

1. Decoding
2. Identify and explain key aspects of texts
3. Explaining sequences in text
4. Make inferences
5. Make predictions

Handwriting

Upper and lower-case letters having the correct size, relative to each other
Diagonal and horizontal strokes needed to join letters.

Revisit correct letter formation.

Italian - - basic vocabulary e.g greetings, colours, numbers and animals.

Music

Understanding a variety of musical terminology using BBC ten pieces planning, developing and awareness of rhythm and pulse.

Enquiry: (Science; D.T.; Maths; open ended tasks)

Maths

- Solving word problems($x \div - +$)
- Recording calculation to solve word problems
- Explain results using mathematical vocabulary
- Continued practice of multiplication tables and division facts
- Using mathematical symbols and inverse operations($x \div x +$)
- Grid references and compass points
- Orientation and position of shapes
- Identifying lines of symmetry
- Use units of measurement (cm, mm, m, g, kg), label and know how to read scales
- Introduction to counting and exchanging money
- Temperature
- Pictograms (counting in steps of 2, 5 and 10)
- Counting in 3s
- Properties of 2D shapes

Science – Electricity/Forces/Materials/Healthy Eating

Plants

- Germination
- Pollination
- Explaining what plants need to grow
- Explaining how plants survive in different environments

Living Things and Their Habitats

- Identify and name a variety of plants and animals in specific habitats
- Simple food chains
- Simple Life cycles

DT

Sewing patterns using Binka.