

YEAR 2 SPRING 1 Termly Overview

WEEK	ONE 6.1.25 Forest School	TWO 13.1.25	THREE 20.1.25 Forest School	FOUR 27.1.25 African Drumming	FIVE 3.2.25 Forest School	SIX 10.2.25
Thinking like an author...	Too Much Talk Look at images from the book Likes/dislikes /puzzles/connections Story map Spelling Assessment Y1/2	Too Much Talk (4 lessons) Act out the story Perform story Speech bubbles Exclamation marks	Too Much Talk Apostrophes for contractions Commas in a list Verbs for effect Plan their innovation	Too Much Talk 2 days writing narrative 1 day editing and feedback groups	The Owl and the Pussycat To use subordinating conjunctions to make predictions about a story To create noun phrases to write a list To create adjectives using suffixes –ful and –less To write a letter using contractions To use capital letters for names and possessive pronouns in a diary entry	The Owl and the Pussycat To use use the past progressive tense To use words with the prefix un- to write a set of commands To create banks of rhyming verbs and nouns To use rhyming words to create an innovated version of a poem To edit ensuring verbs are in the same tense
Thinking like a Mathematician	ADDITION AND SUBTRACTION Subtract 2 2 digit numbers (not across a ten) Subtract 2 2 digit numbers (Across a ten) Mixed addition and subtraction Compare number sentences Missing number problems.	SHAPE Recognise 2d and 3d shapes/Count sides on 2d shapes Count vertices on 2d shapes/ Draw 2D shapes Lines of symmetry on shapes/Use lines of symmetry to complete shape Count faces, vertices and edges on 3d shapes Sort 2d shapes/Sort 3d shapes	MONEY Count money (pence) Count money (pounds, coin and notes) Count money pounds and pence Choose notes and coins Make the same money	MONEY Compare amounts of money Calculate with money Make a pound Find change Two step problems	LENGTH & HEIGHT Measure in cm Measure in metres Compare length and height Order length and height Four operations with length and height	LENGTH & HEIGHT Continued from previous week. Assessment
Thinking like a scientist...	Living Things and their Habitats Can I compare the differences between things that are living, dead, and things which have never been alive?	Can I identify and name a variety of plants and animals in a microhabitat?	Can I design a suitable microhabitat where living things could survive?	Can I find out what animals eat to survive in their habitats?	Can I understand how a food chain works?	Can I understand the journey food makes from the farm to the supermarket?
Thinking like a computer scientist...		LQ: What algorithms do I need to design for my Beebot challenge?	LQ: Can I apply my algorithms to the Beebot?	LQ: How will I refine my algorithms and de-bug when needed?	LQ: Can I evaluate my algorithms and Bee-Bot learning?	LQ: How will I share my learning and who will be able to see it online?

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<p>Thinking like an artist...</p>	<p>To understand that artists find inspiration for artwork from their environment</p> <ul style="list-style-type: none"> <i>I have seen how some artists explore the world around them to find inspiration.</i> 	<p>To explore my environment and collect things that inspire me</p> <ul style="list-style-type: none"> <i>I have explored my local environment (school, home) and collected things that have caught my eye.</i> <i>I can explore composition by arranging the things that I have collected.</i> <i>I can talk about what I collected, and how and why I arranged the things I collected.</i> <i>I can take photographs of my artwork and I can think about focus and light.</i> 	<p>To explore different drawing exercises, to record the thing you have collected</p> <ul style="list-style-type: none"> <i>I can use careful looking to practice observational drawing, and I can focus for 5 to 10 minutes.</i> <i>I can hold an object and make a drawing focusing on the way it feels.</i> 	<p>To use a range of materials to create lots of varied mark making drawings of natural objects around me.</p> <ul style="list-style-type: none"> <i>I can combine different drawing medias such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawings.</i> <i>I can work small in my sketchbook and on large sheets of paper, exploring how I can use line, shape and colour in my work.</i> 	<p>To use a range of materials to create lots of varied mark making drawings of natural objects around me</p> <ul style="list-style-type: none"> <i>I can combine different drawing medias such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawings.</i> <i>I can work small in my sketchbook and on large sheets of paper, exploring how I can use line, shape and colour in my work.</i> 	<p>To display the work made through the half term and reflect on the outcomes.</p> <ul style="list-style-type: none"> <i>I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about the things I would like to try again.</i>
<p>Thinking like a geographer...</p>	<p>Where in the world am I?</p>	<p>Where are the worlds continents? Where are the worlds oceans?</p>	<p>How can I show the continents and oceans on a map?</p>	<p>What are the main features of each continent?</p>	<p>What is special about each continent?</p>	<p>Fieldwork lesson: Antarctica</p>
<p>RE</p>	<p>Islam: Prayer at home – Does praying at regular intervals every day help a Muslim in his/her everyday life? Introduction to Islam</p>	<p>Islam: Prayer at home – Does praying at regular intervals every day help a Muslim in his/her everyday life? - Can you recognise the importance of effort and commitment towards a goal?</p>	<p>Islam: Prayer at home – Does praying at regular intervals every day help a Muslim in his/her everyday life? -What is prayer?</p>	<p>Islam: Prayer at home – Does praying at regular intervals every day help a Muslim in his/her everyday life? -Why do Muslims pray?</p>	<p>Islam: Prayer at home – Does praying at regular intervals every day help a Muslim in his/her everyday life? -What impact would praying 5 times a day have on a Muslim's life?</p>	<p>Islam: Prayer at home – Does praying at regular intervals every day help a Muslim in his/her everyday life? -What do I need to achieve a goal? Evaluate the impact of praying 5 times a day on Muslims?</p>

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<p>PSHE</p>	<p>What groups do we belong to? What roles do we have?</p> <p>https://teacher.lyfta.com/search/lyfta-lessons/previews/4360 - Jasmin in Somaliland</p> <p>https://teacher.lyfta.com/search/lyfta-lessons/previews/4360 - Life on a Greek Island</p>	<p>What rights and responsibilities do we have in school and the wider community? How can a community help people from different groups feel included?</p>	<p>Are we all equal? How are we the same and different to others in our community?</p>	<p>Media literacy and digital resilience How can we access the internet? What is the purpose and value of the internet?</p>	<p>Media literacy and digital resilience Can we recognise some content online is factual and some is for entertainment?</p>	<p>Media literacy and digital resilience How can we be safe online?</p>
<p>Music Charanga: Unit 2: Playing in an Orchestra</p>	<p>Listen to, sing, play and perform Sparkle in the Sun</p>	<p>Listen to, sing, play and perform Sparkle in the Sun</p>	<p>Listen to, sing, play and perform the song 'Listen'</p>	<p>Listen to, sing, play and perform the song 'Listen'</p> <p>African Drumming</p>	<p>Listen to, sing, play and perform The Orchestra Song</p>	<p>Listen to, sing, play and perform The Orchestra Song</p>
<p>PE</p>	<p>Stability Skills GETSET - Invasion Games</p> <p>Stability Skills Stretching, Bending, Balancing GETSET - Gymnastics</p>	<p>Stability Skills GETSET - Invasion Games</p> <p>Stability Skills Stretching, Bending, Balancing GETSET - Gymnastics</p>	<p>Stability Skills GETSET - Invasion Games</p> <p>Stability Skills Stretching, Bending, Balancing GETSET - Gymnastics</p>	<p>Stability Skills GETSET - Invasion Games</p> <p>Stability Skills Stretching, Bending, Balancing GETSET - Gymnastics</p>	<p>Stability Skills GETSET - Invasion Games</p> <p>Stability Skills Stretching, Bending, Balancing GETSET - Gymnastics</p>	<p>Stability Skills GETSET - Invasion Games</p> <p>Stability Skills Stretching, Bending, Balancing GETSET - Gymnastics</p>
<p>Outdoor Learning opportunities</p>		<p>Forest School</p>		<p>Forest School</p>		<p>Forest School</p>