

Year 2 Spring 1

Reading

The Quangle Wangle's Hat

- Summarise a section of text. Understand the difference between fiction and non-fiction. Archaic language focus: Understand that the meaning of words do sometimes change over time.
- Retrieve multiple items from a text. Discuss the importance of reading questions carefully as it will always say how many items need to be found. Etymology focus: lumen (Latin: light).
- Use text features to retrieve specific details. Understand that the formal tone is used to reflect the official nature of the letter. Dictionary focus: use dictionaries to explore the meaning of the key vocabulary (exotic, species, diseases, pollution, guidelines).
- Infer the meaning of unknown words from their context. Create an agreed error – correction procedure to support their partners' reading throughout paired reading, rather than doing it for them. Synonym focus: after discussing the meaning (glimpse, broad, earnest), try and find a synonym for each word.
- Create a visual representation of a text. Group work to prepare a performance based on a verse of the poem. Deconstruction focus: how does adding the suffix –ly change the meaning of the root word (humbly, charmingly)?

Coming to England

- Make a reasoned prediction. Understand that a prediction is a reasoned guess (based on reasons and good sense) about what is likely to happen next using the clues given. Focus on using the punctuation cues for pauses. Analysis focus – the root word phone means sound; how does this provide a clue in understanding what a saxophone is?
- Use subheadings to easily identify the section of text where the answer can be found. Pupils will retrieve specific facts from the text by using the subheadings to help locate the information quickly and easily. Etymology focus: cent (Latin: one hundred).
- Find and retrieve synonyms from the text. Focus on the smoothness of reading, particularly recognising words on sight. Connection focus – find three words that can be linked to skyscraper and explain the connection, e.g. city because sky scrapers are mostly found in cities.
- Empathise with a character. Focus on reading the poem to a calypso rhythm. Understand how rhythm can help to strengthen the meaning of words and ideas in a poem. Definition focus: quips – a witty or jokey remark.

Maths

Money:

- Recognise coins and notes and know their value
- Count money in pence
- Count money in pounds (notes and coins)
- Count money in pounds and pence combined
- Choose notes and coins to make a given amount
- Make the same amount using different combinations of coins and notes
- Compare amounts of money using the language of greater than, less than, equal to and by using the inequality/equality symbols (< > =)
- Solve addition and subtraction calculations involving money.
- Find the total of, or the difference between two amounts.
- Recognise the equivalence of 100 pence and 1 pound. Make 1 pound in different ways using coins.
- Calculate to find change from an amount.
- Solve two step problems involving money.

Multiplication and Division:

- To recognise equal groups of numbers or objects
- To make and add equal groups of numbers or objects
- To use the multiplication symbol and understand how it is used in multiplication sentences.
- To use arrays to show groups of numbers
- To make equal groups by sharing and grouping
- To begin to learn the two times table
- To begin to divide by two
- To double and halve numbers
- To find odd and even numbers
- To learn the five and ten times tables
- To divide numbers by 10
- To divide numbers by 5

- Use the lessons from the text to start a call to action. Focus on using appropriate expression to convey Floella's feelings. Deconstruction focus: how does adding the suffix –ed change the meaning of the root word.

The Street Beneath My Feet

- List objects to summarise a section of text. Understand that when we extract the main points of a text, we are giving a summary. Focus on using punctuation as a cue for expression, e.g. our voices tend to go higher at the end of a question. Etymology focus: micro (Greek: small).
- Retrieve information to determine if a statement is true or false. To be able to decode and pronounce the technical vocabulary (sedimentary, stalactites, stalagmites, igneous rock).
- Use sub-headings to locate information easily. Understand that the way a non-fiction (based on facts) text is organised is under sub-headings. Focus on questioning: ask each other questions about their reading.
- Infer a character's feelings from their actions. Use inference of feelings through actions e.g. feeling tired.
- Take inspiration from a text to create an alternative vision. Focus on pausing between sentences when reading aloud. Deconstruction focus: paleon (Greek: old). How does knowing this help us understand the word palaeontologist?

Writing

Poetry on a theme (humorous)

- Perform a poem with the intonation that makes the meaning clear. Understand the language used and the possible reasons why it was chosen by the poet.
- Understand the language used and the possible reasons why it was chosen by the poet. Make connections to other poems they have read.
- Use a model to write a poem in a similar style and then perform a poem or verse they have written.

Non-chronological reports

- Use subordinating conjunctions to extend sentences.
- Organise a text using headings and subheadings to make it easy for the reader to understand.
- Plan the structure and content of a non-chronological report in note form and use precise vocabulary to explain ideas. Decode and explain meaning of unknown vocabulary and select technical vocabulary to include in writing.
- Include relevant information in an introduction and use present tense throughout.

- Use statement and question sentences and subheadings to organise their writing. - Edit writing for meaning, with a focus on clarity and information content. - Use present tense and incorporate technical vocabulary. Conclude a report. <u>Formal Invitations</u> - Orally compose sentences with a formal tone. - Choose language that will interest the reader. - Write statement and command sentences. - Name key information required for the text type and design a layout to present information in an easily understandable format. - Write statement and command sentences and use a formal tone in their writing. Present key information in a way that is easy to understand.			
<u>Science</u> <u>Material Properties – Uses of Materials</u> - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, water, rock, paper and cardboard for particular uses. - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching (applying a force). - Some materials can be found naturally; others have to be made. <u>Work Scientifically</u> - By comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs).	<u>Geography</u> Small area in a contrasting non-European country - Africa <u>Locational and Place Knowledge</u> - Name and locate the world's seven continents and five oceans. - Small area in a contrasting non-European country. <u>Human and Physical Geography</u> - Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. - Use basic geographical vocabulary to refer to key physical features and key human features (from the key learning). <u>Mapping</u> - Use a range of maps and globes (including picture maps) at different scales.	<u>Computing</u> <u>Questioning</u> - Create pictograms. - Use pictograms to answer simple questions. - Use Yes/No questions to separate information. - Understand what is meant by a binary tree. - Design a binary tree separate different item. - Use a binary tree (2Questions) to answer questions. - Understand what is meant by a database - Use a non-binary database (2Investigate) to answer more complex search questions.	<u>RE</u> Hindu Dharma How might people show their devotion? Know that Hindus believe in one God (Brahman) who can be worshipped in many forms. Know that these forms (deities) have different qualities and are portrayed in different ways. Suggest why Hindu people might believe that it is important to show devotion to the deities. Know that Hindus might worship at a Mandir and/or the home shrine. Suggest why worship in the home might be important. Describe the meaning and symbolism of items used in worship. Talk about the qualities that make some people special

▪ By observing closely. ▪ By identifying and classifying the uses of different material. ▪ By recording their observations. ▪ By thinking about unusual and creative uses for everyday materials.	▪ Know that maps give information about places in the world (where/what?). ▪ Recognise simple features on maps e.g. buildings, roads and fields. ▪ Recognise that maps need titles. ▪ Recognise landmarks and basic human features on aerial photos. <u>Enquiry and Investigation</u> ▪ Ask simple geographical, ‘where?’, ‘what?’, and ‘who?’ questions about the world and their environment e.g. ‘What is it like to live in this place?’ ▪ Investigate through observation and description. ▪ Recognise differences between own and others’ lives. <u>Communication</u> ▪ Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. ▪ Notice and describe patterns. ▪ Use basic geographical vocabulary relevant to the area being studied. ▪ Use maps and other images to talk about everyday life. <u>Use of ICT/Technology</u> ▪ Use simple electronic globes/maps. ▪ Do simple searches within specific geographic software. ▪ Use the zoom facility of digital maps and understand that		Identify ways in which people show gratitude to the people who matter in their lives. Talk about who is special to them and why. Reflect on who they should be grateful to and how they might show this in words and actions.
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	zooming in/out means more/less detail can be seen.		
<u>Art and Design</u> <u>Printing</u> - Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. - Make simple marks on rollers and printing palettes. - Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. - Build repeating patterns and recognise pattern in the environment. - Create simple printing blocks with press print. - Design more repetitive patterns. - Experiment with overprinting motifs and colour. - Make rubbings to collect textures and patterns. <u>Textiles</u> - Match and sort fabrics and threads for colour, texture, length, size and shape. - Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. - Cut and shape fabric using scissors/snips.	<u>PE</u> <u>Games – Net/Wall Games</u> - To demonstrate how to catch a ball - To show a side gallop with some rhythm - To show the ready position - To show how to hold a bat - To strike a ball to a partner - To strike a ball with accuracy - To show a simple tactic in competitive fours - To apply a simple tactic in a net/wall game - To demonstrate simple tactic to outwit and opponent <u>Character Concentration</u> - To focus on performing the skills of side gallop and catching - To focus on getting onto the ready position - To listen carefully instructions and focus on the task - Self – belief - To recognise that I can learn new things and improve if I practise - To focus on applying a tactic in a game to outwit an opponent. <u>Dance – Explorers</u>	<u>PSHE</u> To understand that medicines can sometimes make people feel better when they're ill. Identify situations in which they would feel safe or unsafe. Suggest actions for dealing with unsafe situations including who they could ask for help. Identify situations which they would need to say 'yes' or 'no', 'I'll ask' or 'I'll tell', in relation to keeping themselves and others safe. Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation. To identify the types of touch they like and do not like Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. Identify that some touches are fun and some are not fun and can hurt or be upsetting	<u>Music</u> Listen to, appraise and create music from a non-European culture. Linked to African music/ African drumming. <u>Performing</u> Play tuned and untuned instruments. Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). <u>Listening</u> To listen with concentration to a range of high quality live and recorded music and to internalize and recall sounds with increasing aural memory. Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organized and used expressively within simple structures (for example, beginning, middle, end). Experience how sounds can be made in different ways (for example, vocalizing, clapping, by musical instruments, in the environment) and described using given and invented signs and symbols. <u>Creating</u> Experiment with and create musical patterns. Explore, choose and organize sounds and musical ideas. Explore and express their ideas and feelings about music using movement,

▪ Apply shapes with glue or by stitching. ▪ Apply decoration using beads, buttons, feathers etc. ▪ Create cords and plaits for decoration. ▪ Apply colour with printing, dipping, fabric crayons. ▪ Create and use dyes i.e. onion skins, tea, coffee. ▪ Create fabrics by weaving materials i.e. grass through twigs. <u>Collage</u> ▪ Create images from a variety of media e.g. photocopies, material, fabric, crepe paper, magazines etc. ▪ Arrange and glue materials to different backgrounds. ▪ Sort and group materials for different purposes e.g. colour texture. Fold, crumple, tear and overlap papers. ▪ Work on different scales. ▪ Colour: collect, sort, name match colours appropriate for an image. ▪ Shape: create and arrange shapes appropriately. ▪ Texture: create, select and use textured paper for an image.	▪ Demonstrate imagination and try to move in new and interesting ways. ▪ Learn basic dance movements and develop key travelling skills. ▪ Create a short dance in a group. ▪ Experiment with movement ideas and create a short duet using contact. ▪ Develop increased awareness of relating movement to imagination. ▪ Share ideas, create and learn a unison dance performed travelling along your own pathway. <u>Character</u> Curiosity ▪ Explore using your imagination. ▪ Work with a friend to explore different ways of moving across the space. ▪ Work as a group to create a short sequence. ▪ To be curious about the ideas you are exploring and use a range of interesting movements to bring the idea to life. ▪ Understand that being curious can help you learn.	Know that they can ask someone to stop touching them Identify safe secrets and unsafe secrets Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.	dance and expressive and musical language. Make improvements to their own work. <u>Musical Elements</u> <u>Pitch</u> Identify high and low sounds. <u>Duration</u> Respond to sounds of different duration. Recognize the difference between long and short sounds. Copy simple patterns of sound of long and short duration. Recognize the difference between steady beat and no beat. Identify similar rhythmic patterns <u>Dynamics</u> Differentiate between loud sounds, quiet sounds and silence <u>Tempo</u> Identify the differences between fast and slow tempos. Identify the tempo of music as fast, moderate, slow, getting faster or getting slower <u>Timbre</u> Recognize the difference between singing and speaking. Recognize the difference between wood, metal, skin (<i>drum</i>) and 'shaker' sounds. Match selected sounds with their pictured source.
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