

Year 2 – The Farm Shop - Spring 2

Literacy - Writing

Character Descriptions

- Use expanded noun phrases to describe a character's appearance and personality
- Write simple, coherent sentences using capital letters, full stops, and accurate letter formation
- Include interesting vocabulary to help the reader picture the character
- Sequence ideas logically and maintain the same character throughout their writing

Recount from Personal Experience

- Write a clear first-person recount using time order to structure events
- Use time connectives (e.g., first, next, after that, finally) to organise the writing
- Include accurate past-tense verbs when describing what happened
- Add details about feelings, thoughts, or reactions to make their recount engaging

Poems – Developing Vocabulary

- Select and use interesting, imaginative vocabulary to create simple patterned or descriptive poems
- Experiment with sound patterns (alliteration, rhyme, rhythm) with growing confidence
- Perform poems clearly, using expression and appropriate pace
- Draft and edit their own short poems, choosing words for effect and meaning

Literacy – Read aloud

The Rhythm of the Rain

- Listen attentively to the text and talk about the journey of the water using key vocabulary from the story
- Recall and sequence key events, showing understanding of the setting and natural world
- Ask and answer questions about the text, using evidence from pictures and language heard
- Use new descriptive vocabulary from the story in their own spoken sentences
- Express simple opinions about the text and explain what they enjoyed or found interesting

Little People, Big Dreams: David Attenborough

Maths

Measurement - Length and Height, Mass and Capacity,

Temperature:

- Choose and use appropriate standard units to estimate and measure:
- length/height in any direction (m/cm);
- measure mass (kg/g);
- measure capacity (litres/ml) to the nearest appropriate unit,
- temperature (°C);
- Use rulers, scales, thermometers and measuring vessels
- Compare and order lengths, mass, volume/capacity and record the results using >, < and =
- Solve problems involving measurement, choosing and applying appropriate calculation strategies.

- Listen to the biography and talk about David Attenborough's life, interests, and achievements
- Identify the main ideas from the text and explain what makes David Attenborough an important real-life figure
- Discuss how the character shows curiosity, care for nature, and perseverance
- Use vocabulary linked to the natural world and exploration when speaking about the text
- Make simple connections between the book and their own experiences of learning about animals and the environment
- Share opinions about the book and respectfully respond to others' ideas in discussion

Guided Reading

Materials/Pottery

- Retrieve key facts about materials and pottery using information from the text'
- Identify the purpose, features, and layout of a non-fiction text
- Use headings, captions and diagrams to locate information efficiently
- Explain new vocabulary linked to materials in their own words

I've Seen a Moose Bake Banana Bread / My Dog is Not the Smartest

- Make simple inferences about characters' feelings and actions using clues from the text
- Identify key events and explain what happens in the beginning, middle, and end
- Discuss and justify their opinions about characters or humorous events
- Recognise story language and patterns typical of fictional texts

Castles Through the Ages / Materials

- Retrieve and compare factual information from different non-fiction texts
- Identify features such as contents pages, glossaries, subheadings, and labelled diagrams
- Explain how information is organised and why non-fiction texts are structured this way
- Use topic vocabulary related to castles and materials when discussing the texts

The Enormous Carrot / Macaroon Man

- Sequence events and identify the main problem and resolution in each story
- Make predictions using what they already know about the characters and plot
- Recognise repeated patterns and traditional tale structures
- Describe characters using evidence from the text and illustrations

Science

Requirements for plant growth

- Identify what plants need to grow and stay healthy, including water, light, air, space, and suitable temperature
- Describe how plants change over time, using observations and simple measurements to track their growth
- Compare the growth of plants in different conditions and explain why some plants grow better than others
- Use key scientific vocabulary such as seed, germination, growth, roots, stem, leaves, sunlight, nutrients
- Record findings in simple tables or drawings and talk about what the results show
- Make simple predictions about what will happen to a plant like Little Evie when one growth requirement is changed or removed
- Work safely and carefully when planting, watering, and observing living things

<u>Religious Education</u> <u>(Judaism)</u> <u>Why might some people put their trust in God?</u> - Recall key Jewish stories (such as Noah, Moses or Jonah) and explain how these stories show people trusting in God - Identify simple Jewish beliefs about God, including that God is a protector, guide, and helper - Talk about ways Jewish people show trust in God today, for example through prayer, Shabbat, and festivals - Make simple connections between Jewish beliefs and their own experiences of trusting others - Use religious vocabulary such as God, trust, prayer, synagogue, Torah when talking about the topic - Express their own ideas about trust and explain what helps them feel safe, supported, or confident	<u>Design Technology</u> <u>The Eatwell Plate</u> - Identify and sort foods into the correct Eatwell Plate groups and explain why a balanced diet is important - Describe where a variety of foods come from, including plants and animals, and understand the basic idea of food journeys from farm to fork - Make simple, healthy food choices and explain how different types of food help the body stay strong, active, and healthy - Safely prepare a simple dish using basic skills such as cutting, mixing, spreading, or assembling, following hygiene rules - Talk about the ingredients used in their food product and explain why it is healthy or balanced - Evaluate their finished food product, describing what worked well and what they would change next time	<u>Physical Education</u> <u>Dance – Once Upon a Giant</u> - Perform and link a range of dance actions (travelling, turning, jumping, gesture) with growing control and coordination - Use movement to represent characters, moods, and actions from the story Once Upon a Giant - Work with a partner or small group to create and remember a short dance sequence with a clear beginning, middle, and end - Use timing and simple patterns to move in response to music or narrative cues - Describe what they liked about their own and others’ dances using simple dance vocabulary (e.g., levels, speed, pathways) <u>Games – Striking and Fielding</u> - Strike a ball with increasing accuracy using hands, bats, or other suitable equipment - Demonstrate simple fielding skills such as stopping, collecting, and rolling a ball towards a target - Understand basic gameplay ideas such as hitting into space and working as a team to field effectively - Show improved coordination when aiming, throwing, and catching at different distances - Follow rules, take turns, and show fair play during small-sided striking and fielding games
<u>PSHE</u> <u>Rights and responsibilities</u>	<u>Music</u> <u>Orawa</u>	<u>Computing</u> <u>Effective Searching</u> Understand the terminology associated with

▪ Identify some of their basic rights (e.g., to feel safe, to learn, to be cared for) and recognise that these come with responsibilities ▪ Explain how their choices and actions can affect themselves, others, and their environment ▪ Describe simple ways they can look after their classroom, school, and community, such as tidying, recycling, and helping others ▪ Recognise the roles of people who help keep them safe and supported, both in school and the wider community ▪ Work cooperatively in groups, showing they can take turns, share fairly, and listen to others' ideas ▪ Understand that everyone has a part to play in creating a happy and fair community, and suggest ways they can contribute positively	▪ Listen carefully to Orawa and describe what they can hear using simple musical vocabulary (tempo, rhythm, dynamics) ▪ Respond to the music through movement, actions, or simple percussion, showing awareness of changes in pace and pattern ▪ Explore repeated rhythmic ideas and perform short rhythmic patterns inspired by the piece ▪ Work as part of a group to create a simple layered soundscape that reflects the energy and character of the music. <u>Trains</u> ▪ Use voices and instruments to create rhythmic patterns that reflect the sounds and movements of trains ▪ Keep a steady beat and perform simple rhythms with increasing accuracy and control ▪ Combine vocal sounds, body percussion, and untuned instruments to create a class composition based on train journeys ▪ Talk about how music can represent real-world sounds and ideas, using musical vocabulary (e.g. beat, pattern, loud, quiet, fast, slow)	the internet and searching. ▪ Identify the basic parts of a web search engine search page. ▪ Read a web search results page. ▪ Search the internet for answers to a quiz. ▪ Create a leaflet to help someone search for information on the internet <u>Making Music</u> ▪ Understand how 2Sequence can be used to make music. ▪ Use the different sounds in 2Sequence to create a tune. ▪ Explore how to speed up and slow down tunes. ▪ Explore, edit and combine sounds using 2Sequence. ▪ Add sounds to a tune to improve it. ▪ Consider how music can be used to express feelings and create tunes which depict feelings. ▪ Upload and use sounds chosen from a sound bank. ▪ Create, upload and use their own recorded sound. ▪ Create their own tune using some of the chosen sounds.
--	--	--