



SPRING

RE	<p style="text-align: center;">Local Church – Community – Books Why do we need books?</p> <p>Prior learning: that on Sunday in church, we meet people who do special jobs as we gather to celebrate the Good News of Jesus.</p> <p>This Topic: learning outcomes: Know and understand: About the different books used at home and in school – Explore</p> <p>The books used in Church on Sunday by the parish family – Reveal</p> <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p style="text-align: center;">Vocabulary</p> <p>Lectionary, Lectern, Missal, Gospel, Mass responses, Church, parish family</p>	<p style="text-align: center;">Eucharist – Relating – Thanksgiving Why should we be grateful people?</p> <p>Prior learning: Mass as Jesus’ special meal</p> <p>This Topic: learning outcomes: Know and understand: Different ways to say thank you – Explore</p> <p>The Eucharist: the parish family thanks God for Jesus – Reveal</p> <p>Acquire the skills of assimilation celebration and application of the above – Respond</p> <p style="text-align: center;">Vocabulary</p> <p>thank you, thanksgiving, thoughtful, Eucharist, Eucharistic Prayer, liturgy</p>	<p style="text-align: center;">Lent/Easter – Giving – Opportunities How does each day offer opportunities for good?</p> <p>Prior learning: a time to change in preparation for the celebration of Easter</p> <p>This Topic: learning outcomes: Know and understand: Each day offers opportunities for good – Explore</p> <p>Lent, the opportunity to turn towards what is good in preparation for Easter – Reveal</p> <p>Acquire the skills of assimilation celebration and application of the above – Respond</p> <p style="text-align: center;">Vocabulary</p> <p>opportunities, Ash Wednesday, Lent, prayer, sharing, giving, Cross, crucifix, Easter candle, Easter, New Life, Sabbath</p>

<p>PSHE/RSHE</p>	<p>LIVING IN THE WIDER COMMUNITY- BELONGING TO THE COMMUNITY</p> <p>Children will understand what it means to belong to a group. They will develop and understanding of their roles and responsibilities in the wider community. Children will learn about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups. They will learn about different rights and responsibilities that they have in school and the wider community and how a community can help people from different groups to feel included. They will also recognise that they are all equal, and ways in which they are the same and different to others in their community.</p> <p>Vocabulary</p> <p>Community, purpose, roles, responsibilities</p>	<p>LIVING IN THE WIDER COMMUNITY- MEDIA LITERACY AND DIGITAL RESILIENCE</p> <p>Children will know how we use the internet in everyday life and how to stay safe online.</p> <p>They will learn the ways in which people can access the internet e.g. phones, tablets, computers and recognise the purpose and value of the internet in everyday life. They will develop an understanding that some content on the internet is factual and some is for entertainment e.g. news, games, videos and that information online might not always be true</p> <p>Vocabulary</p> <p>Internet, phones, tablets, computers, safety, factual, fake, inaccurate</p>	<p><u>LIVING IN THE WIDER COMMUNITY- MONEY AND WORK</u></p> <p>Children will understand money and how to look after it.</p> <p>Children will learn about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments. They will know how money can be kept and looked after and how to get. keep and spend money. They will know that people are paid money for the job they do and recognise the difference between needs and wants. They will also begin to develop an understanding of how people make choices about spending money, including thinking about needs and wants</p> <p>Vocabulary</p> <p>Save, spend, notes, cards, electronic payments, savings, wants, needs, wages, salary.</p>
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<p>ENGLISH</p>	<p style="text-align: center;"><u>The Bog Baby</u></p> <p style="text-align: center;">Writing Outcome & Writing Purpose Narrative</p> <p style="text-align: center;">Finding Narrative</p> <p style="text-align: center;">Purpose: To narrate</p> <p style="text-align: center;">Instructions: How to build a habitat</p> <p style="text-align: center;">Purpose: To instruct</p> <p style="text-align: center;"><u>Grammar Word</u></p> <p>Build on previous units & focus on: Formation of adjectives using suffixes e.g. -ful, -less Use of the suffix -ly to turn adjectives into adverbs</p> <p style="text-align: center;"><u>Grammar: Sentence</u></p> <p>Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicates its function as a statement, question and command</p> <p style="text-align: center;"><u>Grammar: Text</u></p> <p>Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing Grammar: Punctuation</p> <p>Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences. Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions)</p>	<p style="text-align: center;"><u>Rosie Revere Engineer</u></p> <p style="text-align: center;">Writing Outcome & Writing Purpose Narrative</p> <p style="text-align: center;">Invention Narrative and Explanation</p> <p style="text-align: center;"><u>Grammar: Word</u></p> <p>Build on previous units & focus on: Formation of adjectives using suffixes e.g. -ful, -less Use of the suffix -ly to turn adjectives into adverbs</p> <p style="text-align: center;"><u>Grammar: Sentence</u></p> <p>Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but)</p> <p>Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicates its function as a statement, question and command</p> <p style="text-align: center;"><u>Grammar: Text</u></p> <p>Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing</p> <p style="text-align: center;"><u>Grammar: Punctuation</u></p> <p>Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences. Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions)</p>
<p>PHONICS</p>	<p style="text-align: center;"><u>Read Write Inc Phonics</u></p> <p>Each half term children in Year 2 are assessed using the Read Write Inc (RWI) Assessment document. Once assessed, children are placed into homogenous groups based on their current phonetic level.</p> <p>Each day, pupils will have the opportunity to take part in a 10-minute Speed Sounds Lessons which exposes them to a new sound. In each Speed Sounds Lesson, pupils will learn a new sound, using "Special Friends, Fred Talk, Read the Word" to read 6-8 green words containing their new sound as well as 2-3 nonsense words. Within each Speed Sounds Lesson pupils also review previously taught sounds and read green words containing these previously taught sounds. They will also use 'Fred Fingers' to spell words containing newly taught sounds.</p> <p>After each Speed Sounds Lessons, pupils will also apply their phonetic knowledge when reading phonetically decodable books. RWI Books range from Red Ditties to Grey Storybooks. All these books have been created to provide children with the opportunity to apply their phonetic knowledge. Throughout the week, pupils will read green words and red words from their current book, read the books with a partner and listen to an adult reading their new book. They will also take part in a variety of comprehension and writing activities which are appropriate to the text they are accessing.</p> <p style="text-align: center;">Linked Storybooks and Book Bag books are also sent home each week.</p> <p style="text-align: center;">Once children have completed RWI they access RWI Spellings and RWI Comprehension.</p>	

READING SPINE	The Magic Faraway Tree Enid Blyton			
MATHS	<p style="text-align: center;">Money</p> <p>Children will use their knowledge from place value and addition and subtraction to find the total value of a set of coins, with all answers being less than £1. They should be able to count up in 1ps, 2ps, 5ps and 10ps, and use related facts to count up in 20ps, as well as finding the total of a mixed set of coins.</p> <p style="text-align: center;">Vocabulary</p> <p>Pound, pence, notes, coins, total, spent, adding, subtraction, altogether.</p>	<p style="text-align: center;">Multiplication and Division</p> <p>Children will use practical methods to Recognise, make and add equal groups. They will answer and write multiplication sentences from pictures using the x symbol and arrays. Pupils will make doubles. x2, x5, x10</p> <p>They will divide by making and sharing equal groups.</p> <p>They will also divide by 2, 5 and 10 as well as identify odd and even numbers.</p> <p style="text-align: center;">Vocabulary</p> <p>Multiply, groups of, times, multiplication symbol, equal groups, unequal groups, arrays, divide, share, groups, division, odd, even, doubles, halves</p>	<p style="text-align: center;">Length and Height</p> <p>Children will compare, order and measure lengths in cm. They will also answer questions and problem-solving activities linked to the four main operations.</p> <p style="text-align: center;">Vocabulary</p> <p>length long short height tall measure ruler tape measure metre stick centimetre (cm) metre (m) compare order</p>	<p style="text-align: center;">Mass, Capacity and Temperature</p> <p>Compare and measure mass, in grams and kilograms. Compare and measure capacity and volume in millilitres and litres. Answer questions about mass and volume linked to the four operations.</p> <p style="text-align: center;">Vocabulary</p> <p>Mass, kilogram, gram, lighter, heavier, volume, millilitres, litres, temperature, Celsius, degrees</p>

SCIENCE	<p>Living Things and Their Habitats</p> <p>Children will find out about, and describe the basic needs of animals, including humans. They will identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. They will identify and name a variety of plants and animals in their habitats, including micro-habitats. Children will also describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name the different sources of food.</p> <p style="text-align: center;">Vocabulary</p> <p>Carnivore, Chain, Dead, Food, Habitat, Herbivore, Omnivore, Predator, Prey, Producer, Live, Micro-habitat, Never alive,</p>			

COMPUTING	<p style="text-align: center;">Programming using Scratch Jr</p> <p>Be able to explain the order needed to do things to make something happen and to talk about it as an algorithm. Programme a robot or software to do a particular task. Look at a basic program and explain what will happen. Use programming software and applications to make objects move. Use logical reasoning to predict and debug more complex programs. They will be able to create and debug with improved confidence and efficiency.</p> <p style="text-align: center;">Vocabulary</p> <p style="text-align: center;">Sequence, Code, Blocks, Sprites, Repeat, Bug, Debugging</p>	<p style="text-align: center;">Storing and Presenting Data</p> <p>Children will learn to identify the benefits of using technology, such as creating content and communicating efficiently. Create a graph or chart using data collected on a specific topic area. Talk about the data that is shown in their chart or graph. Use a variety of software to manipulate and present digital content in different ways with increasing independence.</p> <p style="text-align: center;">Vocabulary</p> <p style="text-align: center;">Camera, image, filter, crop, pixel, portfolio, theme, consent.</p>
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HISTORY	<p style="text-align: center;">The Great Fire of London</p> <p>Children will study the Great Fire of London and place this significant event on a timeline to develop their understanding of chronology. They will decide whether or not it improved London for those living there. They will learn to interpret evidence from the time and afterwards, examining whether the sources are reliable. They will decide whether or not it improved London for those living there.</p> <p style="text-align: center;">Vocabulary</p> <p style="text-align: center;">Now, then, cause, consequence, sources, important, water squirt, fire bucket, fire hook, eyewitness, diary, interpretation, consequences, impact, benefit.</p>
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GEOGRAHY	<p style="text-align: center;">Locational Knowledge</p> <p>During this unit children will name, locate and identify characteristics of the seven continents and oceans using world maps, atlases and globes. They will identify and sort photographs of hot and cold locations around the world and locate these on a map. They will also use basic vocabulary to refer to the physical and human features of these localities.</p>
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	<p style="text-align: center;">Vocabulary</p> <p style="text-align: center;">Amazon Rainforest Atacama Desert Canada Norway Russia Sahara Desert, adapt desert habitat iceberg rainforest savanna, Antarctic Circle Arctic Circle The Equator North Pole South Pole, adapt, equator, habitat.</p>
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ART	<p style="text-align: center;">Painting and mixed media: Life in colour</p> <p>Children will be able to name the primary and secondary colours and talk about the colour changes they notice and make predictions about what will happen when two colours mix. They will try different tools to recreate a texture and decide which tool works best. The children will apply their knowledge of colour mixing to match colours effectively. They will try different arrangements of materials, including overlapping shapes. Give likes and dislikes about their work and others'. Describe ideas for developing their collages.</p>	<p style="text-align: center;">Sculpture and 3D: Clay houses</p> <p>Children will learn to flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay. They will also make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique.</p> <p>They will join clay shapes and make marks in the tile surface to create a pattern and develop their skills further by drawing a house design and planning how to create the key features in clay.</p> <p>Finally they will create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.</p> <p style="text-align: center;">Vocabulary</p> <p>Casting, ceramic, cut, detail, flatten, glaze, impressing, join, negative space, pinch pot, plaster, roll, score, sculptor, sculpture, shape, slip, smooth, surface, three dimensional, thumb pot</p>
DESIGN & TECHNOLOGY	<p style="text-align: center;">Mechanisms: Making a moving monster</p> <p>Children will learn to analyse popular toys with the correct terminology. They will create functional linkages that produce the desired input and output motions and design monsters suitable for children, which satisfy most of the design criteria. They will evaluate their two designs against the design criteria, using this information and the feedback of their peers to choose their best design. They will develop their skills by selecting and assembling materials to create their planned monster features.</p> <p style="text-align: center;">Vocabulary</p> <p style="text-align: center;">Axle, design criteria, input, linkage, mechanical, output, pivot, Wheel</p>	
MUSIC	<p style="text-align: center;">West African call and response song (Theme: Animals)</p> <p>Children will develop their knowledge and understanding of West African Music by using instruments to represent animals, copying rhythms, learning a traditional Ghanaian call and response song and recognising simple notation, progressing to creating call and response rhythms.</p>	<p style="text-align: center;">Dynamics, Timbre, Tempo and Motifs -Space</p> <p>Children develop their knowledge and understanding of dynamics, timbre, tempo and instruments, identifying these elements in music that they hear and comparing pieces by the same composer. They visually represent music in creative and more formal ways and learn to play and compose motifs.</p>

	<p style="text-align: center;">Vocabulary</p> <p>Timbre, dynamics, tempo, call and response, rhythm, structure</p>	<p style="text-align: center;">Vocabulary</p> <p>Soundscape, Timbre, Dynamics, Tempo</p>
PHYSICAL EDUCATION	<p style="text-align: center;">Ball Skills</p> <p>Pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups.</p>	<p style="text-align: center;">Target Games</p> <p>Pupils develop their understanding of the principles of target games. Pupils learn how to score points and play to the rules. They develop the skills of throwing, rolling, kicking and striking to targets. They begin to self-manage their own games selecting and applying the skills they have learnt appropriate to the situation.</p>
	<p style="text-align: center;">Vocabulary</p> <p>Rolling, kicking, catching, throwing, dribbling, tactics</p>	<p style="text-align: center;">Vocabulary</p> <p>Rules, points, throw, kick, strike, target</p>