

YEAR 2 SPRING TERM

Key question: What type of explorer would you be?

Geography Focus: Locational Knowledge

Knowledge

- To be able to name and locate the world's seven continents and five oceans on both maps and globes.
- To be able to identify hot and cold areas of the world.
- To be able to identify seasonal weather patterns and relate these to the Equator.
- To be able to identify on a map the oceans and continents Christopher Columbus explored, tracking his route.

History Focus: Christopher Columbus and Neil Armstrong

Knowledge

- To be able to arrange events from the past in chronological order. E.g. The Space Race
- To understand and contrast how significant individuals (Neil Armstrong and Christopher Columbus) contributed to national and Global achievements in exploration and technology.
- To identify and describe similarities and differences in exploration and technology between the past and now, the present.
- To identify and describe similarities and differences in exploration between Neil Armstrong and Christopher Columbus.

Science Focus: Plants

Knowledge

- To be able to name some common trees and plants.
- To be able to identify and describe the different stages of the lifecycle of a plant.
- To be able to describe how seeds and bulbs grow into mature plants and observe how they change over time.
- To be identify how and why plants need water, light and a suitable temperature to stay healthy.
- To be able to set up a comparative test, to observe similar plants at different stages of growth to show that plants need water and light to stay healthy.

<p><u>Key vocabulary</u> seasons, months, winter, autumn, spring, summer, cold, hot, equator, north, south pole, continents, oceans, Asia, North America, South America, Australia, Antarctica, Africa, Europe, Indian, Pacific, Atlantic, Southern, Arctic, compass.</p>	<p><u>Key vocabulary</u> Past, Present, Future, Space Race, NASA, ROSCOSMOS, British Space Agency, Tim Peake, Neil Armstrong, Valentina Tereshkova, moon landing, technology, space travel, Christopher Columbus, exploration.</p>	<p><u>Key vocabulary</u> Seed, bulb, plant, petal, root, leaves, stem, soil, light, water, food, healthy, unhealthy, sunflower, cress.</p>
<p><u>English Focus:</u></p> <p><u>Texts to support English Learning this term:</u></p> <ul style="list-style-type: none"> • Matilda • The Darkest Dark • Alien Sandwich <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To build stamina for writing across a range of genres, writing about personal experiences and those of others. • To write effectively for different purposes. • To plan their writing using story maps, saying their writing aloud and through peer discussion. • To be able to construct writing that contains key ideas and encapsulates what they want to say. • Proof reading their work, making sure it make senses as well as making simple 	<p><u>Design and Technology Focus: Space buggies</u></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Design a purposeful and appealing product for themselves and others based on a set criteria. • Generate, develop and model their ideas. • Select from a range of tools, materials (ingredients) and equipment to perform practical tasks. • Explore and evaluate a range of existing products. 	<p><u>Computing focus: Using technology to make Music and Pictograms</u></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To be able to use technology to experiment with pitch and sound. • To be able to use technology to create a rhythm pattern. • To be able to use technology to create a musical pattern. • To be able to use a computer to present data in different ways. E.g A pictogram. • To be able to use a computer to enter data. • To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when

<p>additions and revisions to both grammar and punctuation.</p> <ul style="list-style-type: none"> • To be able to read aloud what they have written, using appropriate intonation where possible. <p><u>Grammar and Punctuation Focus</u></p> <ul style="list-style-type: none"> • To use capital letters and full stops to punctuate sentences. • To use question marks with growing accuracy. • To use expanded noun phrases for description and coherency. • To use apostrophes to show possession and contracted forms with growing accuracy. • To use a range of punctuation including commas and exclamation marks. 		<p>they have concerns about content or contact on the internet or other online technologies.</p>
<p><u>Key vocabulary</u> Full stops, capital letters, question marks, expanded noun phrases, apostrophes, contractions, fiction, non-fiction, story, instructions</p>	<p><u>Key vocabulary</u> Joining, cutting, sticking, evaluating, materials, drawing, templates.</p>	<p><u>Key vocabulary</u> Technology, E-safety, computer, privacy, personal information, data, musical patterns, pictogram</p>
<p><u>RE Focus:</u> Bible stories and Hindu Scriptures</p>	<p><u>Music Focus:</u> Untuned instruments</p> <p><u>Knowledge</u></p>	<p><u>Maths Focus:</u></p> <p>We will be following the White Rose Maths scheme. In the Spring term the focus will be</p>

Knowledge

- Can retell Christian Bible stories that demonstrate God’s love for all.
- Can retell Christian Bible stories that demonstrate Jesus as a healer.
- Can retell Religious stories that demonstrate Hindu’s believe that Brahma is supreme and a universal spirit
- Can identify that a major festival celebrated by Christians is Easter.
- Can identify that a major festival celebrated by Hindus is Holi.
- Can explain the meaning and importance of Easter and Palm Sunday to Christians.
- Can explain the meaning and importance of Holi to Hindus.

- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter- related dimensions of music.

on:

- Multiplication
- Division
- Money
- Length and Height
- Mass, Capacity and Temperature

Key vocabulary

Christianity, Christians, Bible, Old Testament, New Testament, Hinduism, Hindus, Religious Stories, Hindu Scripture, Easter, Palm Sunday, Holi

Key vocabulary

rhythm, pulse, pitch, tempo, mood, composer, glockenspiel

Key vocabulary

Multiply, Divide, Sharing, Equal groups, pence, pounds, change, square, rectangle, triangle, pentagon, hexagon, circle, 2D shapes, cube, cuboid, pyramid, prism, sphere, cone, cylinder, 3D shapes, cm, m, ml, l, degrees Celsius.

Physical Education Focus: Athletics and Dance

Knowledge

- To be able to master basic movements, including running, jumping, catching and throwing and apply these skills to Athelteics events with growing accuracy.
- To be able to sequence separate movements into a routine.
- To be able to perform dances using simple movement patterns.

Key vocabulary

movement, rhythm, sequence, dance, races, javelin, box jump, relay, obstacle

Art and Design focus: Pastels Knowledge

- To be able to identify and understand that blending and smudging can be achieved through particular artistic techniques.
- Create pastel drawings to record their observations and use them to review and revisit ideas for future pieces.
- Create pastel drawings that closely replicate the colour of the planets that they observe.

Key vocabulary

blending, smudging, bold, soft, texture, technique, pastels.

PSHE: Keeping Safe and Rights and Respect

- To be able to explain how I feel when I am feeling safe.
- To be able to identify and classify safe and unsafe scenarios.
- To be able to explain how to communicate when you are feeling unsafe and who to tell this to.
- To be able to identify when we are feeling unhappy and what we might be able to do to make ourselves feel calm and happier.
- To be able to explain why the environment is important and the ways in which we can respect it.

Key vocabulary

Safe, unsafe, respect, rights, environment.

