

# YEAR 2 - SPRING 1

## WHERE ARE WE IN PLACE AND TIME?

### Maths



- Money
- pence
- pounds & pence (notes and coins)
- Choose notes and coins
- make the same amount
- compare amounts of money
- calculate with money
- make a pound

### Multiplication & Division

- recognise & make equal groups
- add equal groups
- multiplication symbol
- multiplication sentences
- arrays
- grouping
- sharing
- 2, 5, 10 x tables



### Art

#### Be an Architect

- What is an architect? Explore and discuss well known architecture. What are our local landmark buildings?
- Explore the work of Hundertwasser.
- Explore the work of Zaha Hadid.
- Design a building and create an architectural model, selecting from a range of materials.
- Present architectural model to the class, sharing thoughts and ideas about the design and construction.



### Science



#### Healthy Living

- Science Workshop Session – Healthy Heroes
- To know that animals, including humans, have offspring which grow into adults
- To begin to know the basic needs of animals, including humans, for survival
- Describe the importance of exercise for humans
- To know and describe types of food and begin to understand how to have a balanced, healthy diet
- Describe the importance of hygiene.



### English

#### Texts

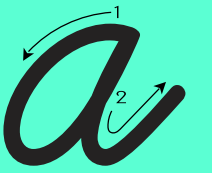
#### Narrative - Settings

- The Proudest Blue
- Night Flight
- Mufaro's Beautiful Daughters



#### Phonics / Spellings

- Common Exception words
- Complete Phase 5 phonics



#### Handwriting

letter formation, correct orientation and size and sitting on the line

#### Grammar & Writing

Use of capital letters, full stops and exclamation marks to demarcate sentences.

Use apostrophes to show contractions

To write in a consistent tense

2A sentences

What! sentences

like and as to form similes



### RE

Joy



- To be able to order where key concepts including 'salvation' fit within the Big Story of the Bible; to revisit the Easter story
- To understand what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean to Christians
- To understand how and why Christians mark Easter events in their Church communities
- To be able to describe how Christians show their beliefs about Easter in their worship; to evaluate our learning of why Christians call the day Jesus died 'Good Friday'
- To reflect on and express our own ideas about joy, sadness and hope



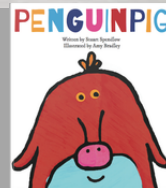
### Spanish

- To learn about Spain's Christmas tradition and create a poster.
- To practise our pronunciation when naming colours in Spanish. To practise our colours in Spanish by singing a range of different songs.
- To play a game of bingo to practise our colours.
- To match colours to Spanish vocabulary.
- To colour in a rainbow and label using Spanish colours.



### PSHE

#### Keeping myself safe



- To understand that medicines can sometimes make people feel better when we are ill; to give examples of some of the things we can do to feel better without using medicines.
- Understand that there are times that we might feel safe and times we might feel unsafe; to know who we could ask for help.
- Shining a light on the story: Penguin Pig
- Identify the types of touches we like and don't like; to know who we can talk to if we need help.
- Know there are 'safe' secrets and 'unsafe' secrets; to know it is important we tell someone about a secret which makes us feel uncomfortable or unsafe; to understand that there are some secrets we should share.



### Computing

#### Programming: Introduction to quizzes

- To explain that a sequence of commands has a start.
- Shining a light on Scratch Jr.
- Know that a sequence of commands has an outcome.
- Create a program using a given design.
- Change a given design to improve the program.
- Select images for my own design, create an algorithm, and build sequences of blocks to match my design



### Sport

#### Team building



Learn what makes an effective team, with a focus on collaboration. To work as a team to beat an opponent using collaboration skills.

#### Dance



### Geography

#### Rickmansworth and London

- Use world maps and a globe to locate England and London; to mark Rickmansworth and London on a map accurately
  - Use basic geographical vocabulary and aerial photographs to identify key physical features of Rickmansworth (and London)
  - Use basic geographical vocabulary and aerial photographs to identify key human features of Rickmansworth (and London)
  - Use simple fieldwork and observation to look at the key features of Rickmansworth (field trip)
- Compare Rickmansworth with London and identify similarities and differences.

