



Year Group: 2

Term: Spring 2020

School Theme

Essential Question

What lies Beneath?

Authentic Outcome

Create a worry box or an emotion wheel for each class.

Mini Outcomes

1. Science – factfile for sea creatures
2. History – ‘Green Screen’ Titanic News Report (Purple Mash)
3. PSHE – make a class emotions wheel to be monitored daily

Experts, Trips, Experiences & Making Community Links

Visiting the Blue Planet Aquarium
Mini bus tours to look at Pier head/ Albert Dock
Author visit

Technology

Green Screen (purple Mash) – Titanic News Report

Immersive Environment

Under the sea / Titanic Boat

Outcomes for this Term/National Curriculum Links and Coverage

Maths	English	REAL Project	Other Subjects (taught discretely)	RE
<p><u>Unit 6: Multiplication and Division (Finish last 4 lessons)</u></p> <p>Calculate multiplications of five by skip counting Calculate multiplications of ten by skip counting Spot patterns in the 2, 5 and 10 multiplication tables Solve multiplication and division problems</p> <p><u>Unit 7: Time (10 lessons)</u></p> <ul style="list-style-type: none"> To know the number of hours in one day To know that there are 60 minutes in one hour To be able to tell the time quarter past on an analogue clock To be able to tell the time quarter to on an analogue clock To be able to tell the time on an analogue clock with five minute intervals To be able to sequence daily events To calculate durations of time in minutes To calculate durations of time in minutes and hours <p><u>Unit 8: Fractions (10 lessons)</u></p> <ul style="list-style-type: none"> Relate halves and quarters to division Identify the parts of a fraction Identify half of a shape Find halves, thirds and quarters of shape Identify fractions of shape with different numerators Identify unit fractions of quantity Identify unit fractions of quantity and shape Identify non unit fractions of quantity and shape Identify equivalent fractions <p><u>Unit 9: Addition and Subtraction- exchanging and regrouping (10 lessons)</u></p> <ul style="list-style-type: none"> Use the Make ten strategy to add ones Regroup when adding Use the Make ten strategy to subtract ones Regroup when subtracting Solve addition and subtraction word problems Use the Round and adjust strategy to add Use the Round and adjust strategy to subtract Add near double <p><u>Unit 10: Money (10 lessons)</u></p> <ul style="list-style-type: none"> To recognise coins and use the symbol for pence accurately To recognise coins and notes and use the symbol for pounds accurately To add money within the same unit To match a combination of coins to make the same amount of money 	<p><u>Writing Focuses</u></p> <ul style="list-style-type: none"> Recount – Christmas <p>Word Reading</p> <p>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <ul style="list-style-type: none"> ♣ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ♣ read accurately words of two or more syllables that contain the same graphemes as above ♣ read words containing common suffixes ♣ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ♣ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ♣ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ♣ re-read these books to build up their fluency and confidence in word reading. <p>Reading Comprehension</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ develop pleasure in reading, motivation to read, vocabulary and understanding by: ♣ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ♣ discussing the sequence of events in books and how items of information are related ♣ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ♣ being introduced to non-fiction books that are structured in different ways ♣ recognising simple recurring literary language in stories and poetry ♣ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ♣ discussing their favourite words and phrases ♣ continuing to build up a repertoire of poems learnt by heart, 	<p><u>Science</u></p> <p>Identify that most living things live in habitats that they are suited to. Describe the different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other. Identify a variety of animals in their habitats. Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p> <p><u>History</u></p> <p>Events beyond living memory that are significant nationally and globally. The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p><u>PSHE - Jigsaw</u></p> <p>Topic 4: Healthy Me Recognising ways to keep ourselves mentally and physically healthy.</p>	<p><u>Geography</u></p> <p>Name and locate the world’s seven continents and five oceans. Compare the human and physical geography of a small area of the UK, and a small area of a contrasting non-European country. Identify seasonal and daily weather patterns in relation to the UK.</p> <p><u>Computing</u></p> <p>Finish Unit 2.5 Effective Searching (1 lesson left) Unit 2.6: Creating Pictures (5 lessons) Unit 2.7 : Music Making (3 lessons)</p> <p><u>Design & Technology – Food Tech specialist</u></p> <p>Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.</p> <p><u>Art – Collage</u></p> <p>Create images from a variety of media. Sort and group materials for a variety of different purposes.</p> <p><u>Painting</u></p> <p>Create imaginative work from a variety of sources (music/images/observations from trip/ stories)</p> <p><u>Music – percussion with Mr Story</u></p> <p><u>PE - PE coach</u></p> <p>Dance and net and wall</p>	<p><u>Spring Topic 1: Books</u></p> <p>Know and understand:</p> <ul style="list-style-type: none"> About the different books used at home and in school – Explore The books used in Church on Sunday by the parish family – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p><u>Spring Topic 2: Thanksgiving</u></p> <p>Know and understand:</p> <ul style="list-style-type: none"> Different ways to say thank you – Explore The Eucharist: the parish family thanks God for Jesus – Reveal <p>Acquire the skills of assimilation celebration and application of the above – Respond</p> <p><u>Spring Topic 3: Opportunities</u></p> <p>Know and understand:</p> <ul style="list-style-type: none"> Each day offers opportunities for good – Explore Lent, the opportunity to turn towards what is good in preparation for Easter – Reveal <p>Acquire the skills of assimilation celebration and application of the above – Respond</p>

<ul style="list-style-type: none"> • To combine amounts of money • To add and subtract money within the same unit • To be able to find out how much change would be given • To be able to solve problems relating to money <p>Unit 11: Faces, shapes and patterns (15 lessons)</p> <ul style="list-style-type: none"> • Identify shapes by the number of vertices and sides • Identify right angles in shapes • Recognise lines of symmetry within 2D shapes • Describe and sort 2D shapes according to their properties • Name and describe • Identify 2D shapes on the surfaces of 3D shapes • Describe and create shape patterns • Compare and sort 2D and 3D shapes • Describe the position of an object • Give directions from point A to point B • Use the language of rotation • Make predictions about rotation • Identify how a pattern has been created through rotation • Follow a route around a map 	<p>appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <ul style="list-style-type: none"> ♣ understand both the books that they can already read accurately and fluently and those that they listen to by: ♣ drawing on what they already know or on background information and vocabulary provided by the teacher ♣ checking that the text makes sense to them as they read and correcting inaccurate reading ♣ making inferences on the basis of what is being said and done ♣ answering and asking questions ♣ predicting what might happen on the basis of what has been read so far ♣ participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say ♣ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. <p>Writing Transcription</p> <p>pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ spell by: ♣ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ♣ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones ♣ learning to spell common exception words ♣ learning to spell more words with contracted forms ♣ learning the possessive apostrophe (singular) [for example, the girl's book] ♣ distinguishing between homophones and near-homophones ♣ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly <p>apply spelling rules and guidance, as listed in English Appendix 1</p> <ul style="list-style-type: none"> ♣ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 			
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