



Year 2 Term Spring 1			
Subject	Prior Skills/Knowledge/language	New skills	Planning
English - <u>Instructions</u>	<p>EYFS Literacy</p> <ul style="list-style-type: none"> • They use phonic knowledge to decode regular words and read them aloud accurately. • They write simple sentences which can be read by themselves and others. <p>Year 1 Instructions</p> <ul style="list-style-type: none"> • They can say it before they write it • They can think before they write • They can write in a list • They can use numbers to show the order • They can use 'bossy' words 	<p>Year 2 <u>Instructions</u></p> <ul style="list-style-type: none"> • Create a title explains what the instructions will help you to do • Understand 'What you need' box lists materials in order • Check instructions are written in clear, sequenced steps • Include imperative (giving an order) • Use short sentences • Use language to signal chronology ('first' 'then' 'next') • Ensure beginning statement tantalises the reader 	<p>Year 2 <u>Instructions</u></p> <ol style="list-style-type: none"> 1. Demonstrate oral instructions for children to follow/The children practise giving and following oral instructions. They will discuss what helps make the instructions clear. 2. Demonstrate how to read and follow simple written instructions and children read and follow simple written instructions, and compare sets of instructions for purpose, structure and effectiveness. 3. Capture language ideas and learning to use and apply

			<p>features of written instructions. The children practise writing instructional sentences using commands (imperative verbs)</p> <p>4. Identify and display the features of instructions and include writing opportunities.</p> <p>5. Children write a set of instructions, ensuring children are familiar with instructions first and have rehearsed orally.</p> <p>6. Encourage appropriate use of consistent tense and indicate sequence clearly, for example through numbering or use of sequencing words, and include diagrams if appropriate.</p> <p>7. Plan, draft, edit and review</p> <p><u>Pre-assessment task</u> <u>Cold Write</u></p>
<p>Maths <u>Multiplication, Division, & Statistics</u></p>	<p>EYFS - Numbers</p> <p>*Children count reliably with numbers from one to 20, place them in order and say which number is more or less than a given number.</p> <p>*Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>*They solve problems, including doubling, halving and sharing.</p>	<p>Y2 - Multiplication and division</p> <p>*Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables including recognising odd and even numbers.</p> <p>*Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs.</p> <p>*Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p>	<p>Y2 - Multiplication and division</p> <p>1. To use a variety of strategies, concrete objects and pictorial representations to solve a variety of multiplication and division problems.</p> <p>2. To use lots of, groups of, repeated addition on a number line, arrays and sharing to solve multiplication and division problems.</p> <p>3. Use the operations (\times), (\div) and (=) in a variety of problems and understand their meanings.</p> <p>4. To explore commutativity when multiplying and prove that it cannot be done with division</p>

	<p>Year 1 Multiplication, division and fractions *Count in multiples of twos, fives and tens. *Solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p>		<p>problems using a variety of concrete resources and pictorial representations.</p> <p>Pre-assessment Task White Rose Asessment sheets</p>
<p>Science</p> <p><u>Animals including Humans</u></p>	<p>EYFS - *Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world *Can talk about some of the things they have observed such as plants, animals, natural and found objects. *Talks about why things happen and how things work. *Developing an understanding of growth, decay and changes over time. *Shows care and concern for living things and the environment. *Looks closely at similarities, differences, patterns and change</p>	<p>Year 2 - Animals including Humans •Explore/compare the differences between things that are living, dead, and things that have never been alive •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</p> <p>Year 2- Working Scientifically •Ask simple questions and recognise that they can be answered in different ways. •Observe closely, using simple equipment. •Performing simple tests. •Identify and classify. •Use their observations and ideas to suggest answers to questions.</p>	<p>Year 2 - Animals including Humans 1.To sort a variety of objects and living things that are living, dead or never been alive. 2.To know what living things do such as grow, move, reproduce, get rid of waste, need energy, etc.. 3.To indentify which aniamls live in certain habitats and how their features help them to live in certain habitats. 4.Ask and answer questions about aniamls and their habitats to find out relevant information. 5.Gather information about habitats. Observe habitats and the living things that live in them.</p>

Year 1- Animals including Humans

- Pupils should be taught to:
Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets

Year 1- Working Scientifically

Pupils should be taught to:

- Ask simple questions and recognise that they can be answered in different ways.
- Observe closely, using simple equipment.
- Performing simple tests.
- Identify and classify.
- Use their observations and ideas to suggest answers to questions.
- Gather and record data to help in answering questions.

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<p>Geography</p> <p><u>Contrasting Localities (China - Beijing)</u></p>	<p>EYFS Understanding the World Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p> <p>Year 1 Prior topics covered - Weather, Seasons and the Seaside, Continents and Oceans, and Hot and Cold Climates of the World.</p>	<p>Year 2 - Contrasting Localities (China - Beijing)</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a contrasting non-European country</p> <p>- use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>- use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage</p>	<p>Year 2 - Contrasting Localities (China - Beijing)</p> <ol style="list-style-type: none"> 1. To locate China on a map and have a look around the landscape. 2. To find out about human and physical features in China. 3. To Locate the city of Beijing and find out about its main features 4. To compare going to school in Beijing to going to school in Liverpool 5. To Experience celebrating Lunar New Year (possibly and parent stay and play)
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–Pupils can name and locate some of the continents, countries, seas and capital cities

To learn the four seasons and key features of each one.

-Pupils have studied a small area in the U.K and in a non-European country and are able to identify a few similarities and differences in human/physical geography

-Pupils can identify seasonal patterns

-Pupils can locate hot and cold areas of the world in relation to the Equator and North or South Poles

-Pupils are beginning to use basic geographical vocabulary to refer to human/physical features

	<p>-Pupils are beginning to use maps, atlases and globes to identify studied regions more confidently and can use at least one accurately</p> <p>-Pupils can use simple compass directions with increasing accuracy</p> <p>-Pupils are recognising landmarks with increased accuracy</p> <p>-Pupils are beginning to devise a simple map</p> <p>Topics Covered so far this year - Local Area</p>		
<p>RE</p> <p><u>The Church - Why is the Church a special place for Christians?</u></p>	<p>EYFS - Understanding the World</p> <ul style="list-style-type: none"> • They know about similarities and differences between themselves and others, and among families, communities and traditions. 	<p>Year 2 - The Church</p> <p>By the end of this unit pupils will know that:</p> <p>*The church is a special place where Christians meet to worship and pray. It is also the body of people not just the building.</p>	<p>Year 2 - The Church</p> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> •What makes a place special? Where is your special place? •What do you think makes a Church a special place? •Why is the church a special place for Christians?

	<p>Y1 – Jesus was Special</p> <p>Covering key questions</p> <ul style="list-style-type: none"> - What does special mean? - Jesus was special. How? Why? - What made Jesus special? - Who were the special friends of Jesus and how did they try to follow his teachings? - How do we make and build friendships? 	<p>* For Christians, the church is a holy blessed space.</p> <p>* Moses and the people of God built the Tabernacle (tent of meeting) to house the ark of the covenant.</p> <p>* People of other faiths have special holy places of worship, what these buildings are called, their key features, and the worship that takes place there.</p> <p>By the end of this unit pupils are expected to be able to:</p> <p>*Ask good questions that reveal understanding about the church and what happens there.</p> <p>*Connect the features of the church to Bible Stories.</p> <p>*Use religious vocabulary to name and describe the features of a church building and other places of worship.</p> <p>*Describe a few similarities and differences between places of worship.</p>	<p>•Why/when do people go to Church? What happens in the Church?</p> <p>•What makes a place holy/sacred?</p> <p>•Why do people of other faiths have their own special buildings?</p> <p>•Why do people build special places to meet and worship?</p>
Art – <u>Henry Rousseau</u>	<p>EYFS</p> <p>*Exploring and using media and materials -They safely use and explore a variety of materials, tools and techniques, experimenting with colour,</p>	<p>Year 2 – Henry Rousseau</p> <p>* To understand about the life of the artist Henry Rousseau</p> <p>* To explore and use the skills and techniques used by Henri Rousseau.</p>	<p>Year 2 – Henry Rousseau</p> <p>1.Children to learn about the life and explore works by Henri Rousseau. They will create fact booklets or create posters to explain to others the life of Rousseau.</p> <p>2.Children to learn that Rousseau was a self trained painter and never went to a jungle,</p>

design, texture, form and function.

Year 1

Research and Inspiration

- Record from first-hand observation, experience and imagination, and explore ideas.
- Answer questions about starting points.
- Use ideas suggested by the teacher.

Developing Skills

- Develop artistic skills in a range of media (drawing, painting, 3D, textiles, etc...)
- Know the primary colours and secondary colours and know how to make them.

Experimenting and exploring

Research and Inspiration

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* To understand the meaning of Henri Rousseau's genre, Portrait-Landscape.

* To understand about the animals in Rousseau's paintings.

* To use their imaginations and skills to paint their own pieces of art.

instead he studied plants in the botanical gardens in Paris. Children will enjoy exploring real plants and flowers using a skills poster to develop their sketching skills.

3.Children to explore famous portraits and landscapes. They will learn that Rousseau claims to have invented a new genre of 'Portrait-Landscapes'. Children to create their own Portrait-Landscape picture.

4.Children to explore animals in Rousseau's paintings, in particular the pouncing animals. They will then design animal masks in the style of his works.

5.Children to evaluate all they have learnt about Henri Rousseau. They will discuss some of Rousseau's paintings and the use of his imagination. The children will be challenged to imagine a place they've never been to before, re-create it in the style of Rousseau and include a portrait of themselves within the picture.

	<p><u>Experimenting and exploring</u></p> <ul style="list-style-type: none"> • Investigate the possibilities of a range of materials and processes. • Making and presenting artwork • Represent observations, ideas and feeling, and design and make images and artefacts. <p><u>Evaluating</u></p> <ul style="list-style-type: none"> • Review what they and others have done and say what they think and feel about it. • Artist's Work • Have an understanding of materials and processes used in making art, craft and design 		
Music – Exploring Sounds	<p>EYFS</p> <p>*Through singing a range of well-known nursery rhymes and songs, performing songs and rhymes, moving in time with music, and making use of props and materials as they explore home-made instruments, children are given the creative freedom to express themselves and explore their musical potential.</p> <p>Year 1 – In the Groove – by Charanga</p> <ul style="list-style-type: none"> • Listen and Appraise • Musical Activities 	<p>Year 2 – Exploring sounds</p> <ul style="list-style-type: none"> • Understand music • Improvise together 	<p>Year 2 – Exploring sounds</p> <ol style="list-style-type: none"> 1. If you're happy and you know it 2. Sing me a song 3. Sparkle 4. Rythmn in the way we walk 5. Big Bear Funk 6. Baby elephant & Cinderella

	<ul style="list-style-type: none"> • Performance • Extension Activities (Based on: <ul style="list-style-type: none"> - How Blue can you get - Livin la Vida Loca - Jai ho! - Lord of the Dance - Diggin on 		
PSHE - Aiming High	EYFS	<p>Year 2</p> <ul style="list-style-type: none"> *I can think of star qualities I already have and those I would like to develop *I can explain how a positive learning attitude can help me. *I can talk about jobs that people can do and tell my friends what I want to be when I grow up. *I can understand that it is a person's interests and skills that make them suited to doing a job. *I can think about things I would like to achieve in the future. *I can think about changes which might happen to me and consider how I feel about them. 	<p>Year 2</p> <ol style="list-style-type: none"> 1. Star Qualities to recognise what makes them special how to manage when finding things difficult that everyone has different strengths 2. Positive Learners to recognise what makes them special to identify what they are good at, what they like and dislike how to manage when finding things difficult 3. Bright Futures to recognise what makes them special how to manage when finding things difficult that everyone has different strengths about some of the strengths and interests someone might need to do different jobs. 4. Jobs For All to recognise the ways in which they are the same and different to others how to talk about and share their opinions on things that matter to them different jobs that people they know or people who work in the community do about some of the strengths and interests someone might need to do different jobs 5. Going for Goals to recognise what makes them special

			<p>how to manage when finding things difficult</p> <p>that jobs help people to earn money to pay for things</p> <p>about some of the strengths and interests someone might need to do different jobs</p> <p>6. Looking Forward</p> <p>about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better to recognise what makes them special</p>
Computing <u>Spreadsheets</u>	EYFS Technology <ul style="list-style-type: none"> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. Completes a simple program on a computer. Interacts with age-appropriate computer software 	Year 2 <u>Spreadsheets</u> <ul style="list-style-type: none"> Ways to represent data Pictograms (2Count) Binary trees (2Question) Databases (2Investigate) <u>All units</u> <ul style="list-style-type: none"> Use of 2Dos Saving, opening and editing work Sharing work Copying and pasting Mouse, keyboard and device skills 	Year 2 <ol style="list-style-type: none"> Reviewing prior use of spreadsheets <ul style="list-style-type: none"> To review the work done in 2Calculate in year 1. To revise spreadsheet related vocabulary. To use some 2Calculate tools that were introduced in year 1. Copying and Pasting Totalling tools <ul style="list-style-type: none"> To use copying, cutting and pasting shortcuts in 2Calculate. To use 2Calculate totalling tools. To use 2Calculate to solve a simple puzzle Using a spreadsheet to add amounts <ul style="list-style-type: none"> To explore the capabilities of a spreadsheet in adding up coins to match the prices of objects Creating a table and block graph
	Year 1 <ul style="list-style-type: none"> Introduce 2Calculate 		

	<ul style="list-style-type: none">• Spreadsheet navigation• Adding images• Vocab: cell, column, row		<ul style="list-style-type: none">• To add and edit data in a table layout.• To use the data to manually create a block graph
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