

Lands of Ice and Fire

Year 2 Spring 2



Geography: Northern Europe

- To use maps and globes to identify the location of the countries of Northern Europe
- To identify the physical and human features of Scandinavian countries & to understand the difference
- To use basic geographical vocabulary to identify key physical & human features
- To begin to understand the difference between weather & climate and explain why it varies across Northern Europe & the UK
- To name and describe animals found in Northern Europe & understand that many migrate but some have adapted to live in the cold
- To explore the life & voyages of Roald Amundsen

Science: Use of everyday materials

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
- Identify, discuss and test the suitability of different materials for different purposes.
- Explore scientific enquiry skills including: comparative and fair testing, identifying and classifying, observation over time, pattern seeking, research and asking and answering big questions like; “what materials would you use to build a spacecraft?”

English:

Reading: (*Texts; fairy tales and fairy tales with a twist*)

- Read with more fluency, pace and expression.
- Re-read if the text doesn't make sense.
- Use phonics knowledge to help sound out unfamiliar words.
- To read many Y1 and Y2 common exception words.
- Listen to, discuss and express views about texts.
- Discuss sequences of events.
- Identify features of fictions and non-fiction text.
- Identify patterns and language used in poetry.
- Answer questions to check for understanding.
- Make sensible predictions on what might happen next based on what has been said and done so far.
- Make inferences based on what is being said and done.

Writing: Focus on narrative - character and setting descriptions, story writing using *Jim and the Beanstalk*; diary entry using *The true story of the 3 little pigs*.

- To write simple, coherent narratives about personal experiences and those of others (real or fictional) and about real events.
- To use capital letters, full stops and question marks correctly.
- To use spacing between words that reflects the size of the letters.
- To use present and past tense mostly correctly and consistently.
- To use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses.
- To make phonically-plausible attempts at spelling unfamiliar words.
- To spell many Y1 and Y2 common exception words.
- To form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.

Mathematics:

- To solve problems involving multiplication and division, using materials, arrays, repeated addition, some mental methods, and multiplication and division facts and begin to solve problems in contexts.
- To show that multiplication is commutative and identify that division is not.
- To begin to identify 2-D shapes on the surface of 3-D shapes.
- To sort common 2-D shapes and 3-D shapes and everyday objects.
- To recognise, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ of a length, shape, set of objects or quantity.
- To write simple fractions e.g. $\frac{1}{2}$, of $6 = 3$ and begin to recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.
- To recognise and use symbols for pounds (£) and pence (p) and combine simple amounts to make a particular value.
- To find different combinations of coins of the same amounts of money and solve problems in a practical context.
- To compare and sequence simple intervals of time and tell the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.
- To use mathematical vocabulary to describe position, direction, and movement including rotation as a turn and in terms of right angles for quarter, half and three-quarter turns and movement in a straight line.
- To independently construct simple pictograms, tally charts, block diagrams and simple tables and answer questions about totalling and comparing categorical data.
- To order combinations of mathematical objects in patterns.

Computing: Data and information – pictograms

- To begin to understand what data means and how this can be collected in the form of a tally chart.
- To learn the term ‘attribute’ & use this to help them organise data.
- To present data in the form of pictograms and block diagrams.
- To use the data presented to answer questions.

DT: Sewing – money holders

- To generate ideas by drawing on their own and other’s experiences.
- To develop design ideas through discussion, drawings and modelling.
- To identify a purpose for what they intend to design and make.
- To identify a simple design criteria.
- To make simple drawings and label parts.
- To cut, shape and join fabric to make a simple garment.
- To use basic sewing techniques.
- To evaluate against design criteria.
- To evaluate products as they are developed, identifying strengths and possible changes they might make.
- To talk about their ideas, saying what they like and dislike about them.

PE:

realPE – Unit 4 Creative Skills Cog

Fundamental movement skills:

Coordination – ball skills

Counter balance – with a partner

realdance – shape solo, partnering shapes, circles solo, artistry abstraction.



Art:

- To explore pattern making linked to Anglo-Saxon repeating patterns.
- To observe and express opinions on different Anglo-Saxon art.

Music:

Singing - “Zootime”

- Use voices expressively and creatively and to sing with a sense of shape of the melody.

Dimensions of music-

- Explore different dimensions of music like **pulse** and **rhythm, duration, pitch** and **dynamics**.

Play tuned and untuned instruments musically -

- To play the recorder with more accuracy and a larger range of notes.

RE: Why is Easter important to Christians?

Pupils should learn:

- that friendship is a precious thing and can get damaged.
- Understand that Christians believe that:**
 - God loves all people and wants to be their friend.
 - the things they do wrong damage their friendship with God.
 - Jesus’ death means they can put things right with God again (be forgiven).
 - Jesus’ resurrection means that death is not the end.

Why is the Bible and important book for Christians?

Pupils should learn:

- that books can be special / important to people
- that the Bible contains ‘stories’** about God and people
- about some key narratives from the Old Testament e.g. Jacob, Joseph, Moses, Joshua, David, Samuel, Daniel etc.
- that the New Testament contains accounts from the life of Jesus & the early Church
- that Christians read the Bible to learn about God and that this affects how they live their lives

PSHE: Living in the wider world

Belonging to a community

- What rules are; caring for others’ needs; looking after the environment

Media literacy and Digital resilience

- Using the internet and digital devices; communicating online.

Money and Work

Strengths and interests; jobs in the community.