

**How can people change the world?
YEAR 2 SPRING TERM**



English

Information texts

In this unit children are given the opportunity to share their knowledge and expertise with others and to experiment with the language and organisation of non-fiction genres. This class writing project will show children that they can be knowledgeable about a subject and that sharing this knowledge is an enjoyable, social and satisfying thing to do.

Memoirs

In this unit children will begin to understand the power of writing as a reflective tool; it shows children that they can share heartfelt moments from their lives - funny, sad, happy, strange, surprising, or maybe scary. The best memoirs are the things that occur in everyday life to which we can all relate to. They show us how others see and experience the world, and help us appreciate all the things we have in common.

Geography

Place knowledge

• Know the main differences between a place in England and that of a small place in a non-European country.

Locational knowledge

• Know the names of and locate the seven continents of the world and locate the world's 5 oceans.

Science

Animals including Humans 1(Growth)

Notice that animals including humans have offspring which grow into adults.
Find out about and describe the basic needs of animals, including humans, for survival.
Understand the importance for humans of exercise, eating healthy and hygiene.

Everyday materials

Identify different materials
Name everyday materials
• Know why a material might or might not be used for a specific job
Properties of materials
• Know how materials can be changed by squashing, bending, twisting and stretching
• Compare the use of different materials
• Compare movement on different surfaces

What can you remember?

• Ask simple questions
• Perform simple tests
• Gather and record data to help answer questions

Can you find the treasure?

• Perform simple tests
• Use observations and ideas to suggest answers

Which material is best?

How does it move?

Reading

Little People, Big Dreams – Amelia Earheart

Rosie Revere Engineer – Andrea Beaty

Moth - An Evolution story

Focus on all of the VIPERS skills – vocabulary, infer, predict, explain, retrieve and sequence.

History

Chronological Knowledge

Order dates from the earliest to latest date on simple timelines
Describe memories and changes that have happened in their own lives

Historical Enquiry

Look carefully at pictures and objects to find information
Find answers and respond to simple questions about the past
Choose and select evidence and say how it can be used to find out about the past

<ul style="list-style-type: none"> • Solve a problem • Observe closely and use observations and ideas to suggest answers • Gather and record data to help answer questions 	Investigate Observe Draw conclusions	<p style="text-align: center;">Maths</p> <p>Power Maths</p> Money Multiplication and Division Length and height Mass and capacity	<p style="text-align: center;">Art and Design</p> <p>Main Artist Focus: Molly Haslund and Kandinsky</p> <p>Medium</p> Graphite stick or soft B pencil, Handwriting Pen, Pastels & Chalk, Paper, (Sketchbook Making Task: Paper, string, elastic bands, glue) <p>Key Concepts: That drawing is a physical and emotional activity. That when we draw, we can move our whole body. That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move. That we can draw from observation or imagination. That we can use colour to help our drawings engage others.</p>				
Music		Computing					
<p>Unit 3 – Rhythm</p> Recognise rhythmic patterns found in speech and songs		<p>Creating Media – Digital Photography</p> Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.					
<ul style="list-style-type: none"> • Demonstrate the difference between pulse and rhythm through physical movement, playing and singing • Perform with a good sense of pulse and rhythm • Use stick notation to record rhythms • Comment on own and other people’s performances using Yr 2 vocabulary learnt <p>Unit 4 – Pitch</p> Respond to the musical stimulus, considering appropriate pitch choices for composition.							
Design Technology		PE		PHSE /Jigsaw		RE	
Paper aeroplanes Design and create a safety jacket for a pilot NC KS1: Select from a range of materials and components NC KS1: Measure, mark out, cut and shape	Dance/ Gym FUNS Station 5 Dynamic Balance On a Line FUNS Station 4 Static Balance Stance	Games/Athletics FUNS Station 9 Coordination Ball Skills FUNS Station 7 Counter Balance with a Partner	Unit 3 Dreams and Goals Unit 4 Healthy Me	Who is a Muslim and what do they believe? PART 2 3C link - Compassion Why does Easter matter to Christians? 3C link - Compassion			

