

Rockwell Green Primary School - Spring 2 - Curriculum Planning—Year 2

WOW/Hook:

Visit from the Barn Owl trust

Experience / Opportunity:

Forest school

Audience / Purpose / Product:

Class fact files on polar bears

English:

Theme:

We will be linking English with our topic on fur and feathers

Writing Outcomes:

- Non– chronological report based on *Ice Bear* by Nicola Davies
- Acrostic poems about animals based on *The Lost Words* and *The Lost Spells*

Key grammar focus:

Use **apostrophes for contractions and for possession**
Add **suffixes to words ending in e, y or short vowel sounds**.

Know and use a variety of sentence types including the correct punctuation.

Use **co-ordinating conjunctions** such as **and, but, so** and some **subordinating (because)**

Spell the year 2 common exception words

Use **expanded noun phrases to describe and specify** .

Form all letters and numbers correctly.

Phonics/reading:

Follow the RWI scheme

Read common exception words

Read a variety of text types and answer specific questions about the book

Vocabulary:

North, South, East, West
Atlas
Mass
Height

Poles
Globe
Length
Capacity

Music:

- Following Charanga unit—Inventing a musical story
- How does music teach use about our neighbourhood?
- Through this unit children will listen, respond and evaluate a variety of styles of music. They will sing, compose and perform their own pieces of music.

Science: Living things and their habitat:

- explore and 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
- identify and name a variety of plants and animals in their habitats, including microhabitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Computing and Technology:

Handling Data

- I can make and save a chart or graph using the data I collect.
- I can talk about the data that is shown in my chart or graph.
- I am starting to understand a branching database.
- I can tell you what kind of information I could use to help

Fur and Feathers



School Value: Compassion

Geography:

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- Use simple compass directions and directional language to describe locations and features

Physical Education:

Real PE Creative cog.
- explore movements and link together to fit to a theme

DT

- To explore different mechanisms including sliders, pop ups, flap and levers.
- To design and make an Easter card using a mechanism
- To evaluate their product based on their design

RSHE:

SCARF unit— Rights and Responsibilities. Includes getting on with others, feeling safe and looking after the environment.

Maths:

Division

- Recognise equal and unequal groups
- Calculate and solve problems with division by grouping
- Divide by sharing
- Show a variety of division problems using sharing and grouping

Addition and subtraction

- To add and subtract 2 2-digit numbers when the ones do not cross ten
- To add and subtract 2 2-digit numbers crossing ten
- To solve problems involving addition and subtractions of 2 2-digit numbers

Fractions

- Recognise and name halves, quarters and thirds of shapes or amounts
- Find a quarter and three quarters of a number
- Recognise the equivalence of two quarters and a half

Religious Education:

- **What do Christians believe about Salvation. Know that the Christian Holy book is called the Bible, and that it is divided into two parts – Old Testament and New Testament.**
- **Recall stories from the Bible associated with the last eight days of Jesus' life, including (a) his entry into Jerusalem, (b) the Last Supper, (c) his arrest, (d) crucifixion and (e) resurrection.**
- **Recognise the order of the key events in the Biblical narrative.**
- **Identify these stories with the religion of Christianity, who are collectively called Christians and know that they are from the Bible.**
- **Understand that Christians believe that Jesus died so that people can be forgiven by God.**
- **Understand that Christians believe that Jesus rose from the dead, giving hope of a new life.**
- **Raise and suggest answers to relevant questions in response to their enquiry into the Easter story.**