

YEAR 2 - SPRING 1



English		Maths	
<p>Fiction: 'Meerkat Mail' - Emily Gravett Non-Fiction: Letters Poetry: 'Silly Verse for Kids' - Spike Milligan</p>		<p><i>See Maths Plan</i></p>	
Science	Computing	History	
<p>Key Question/Theme <i>Living Things and Their Habitats</i></p>	<p>Key Question/Theme: <i>How does a photo get from a camera to a piece of paper?</i> <i>How are cartoons made?</i></p>	<p>Key Question/Theme: <i>How did the Great Fire of London help London to become a better place to live?</i></p>	
<p>Key Skills:</p> <ul style="list-style-type: none"> Developing scientific knowledge and conceptual understanding. Gathering and recording data to help answer questions. Making observations, using simple equipment. <i>Eg. Using magnifying glasses and hoops to identify living things in different areas.</i> Asking simple questions and understand that these can be answered in different ways. <i>Eg. How do different habitats provide for the needs of different animals?</i> 	<p>Key Skills:</p> <ul style="list-style-type: none"> Purposefully using hardware such as digital cameras and scanners. Manipulating digital content using computer software. Retrieving digital content in order to edit it. Storing their work in order to retrieve and manipulate it. Evaluating their use of technology and make changes. 	<p>Key Skills:</p> <p><u>Using chronological knowledge</u> Applying correct spaces on the timeline indicating the time during Great fire of London.</p> <p><u>Understanding the diversity of societies</u> Interpret picture and written sources understand the reality of life of Londoners during 'Great fire.'</p> <ul style="list-style-type: none"> Investigate how 'Great fire' changed London architecture. 	
PSHE	RE		Art & Design
<p>Key Question/Theme: <i>Living in the Wider World</i></p>	<p>Key Question/Theme <i>The Importance of Water</i></p>		<p>Key Question/Theme: <i>Landscapes and Cityscapes</i></p>
<p>Key Skills:</p> <ul style="list-style-type: none"> Identity (personal qualities, attitudes, skills, attributes and achievements and what influences these) Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings) Diversity and equality (in all its forms) Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts) Career (including enterprise, employability and economic understanding) 	<p>Key Skills:</p> <ul style="list-style-type: none"> Identifying how religion and belief is expressed in different ways. Identifying possible meanings for symbols and other forms of religious expression. Recognising similarities and differences in features of religions and beliefs. Asking questions about their own and others' feelings and experiences. 		<p>Key Skills:</p> <ul style="list-style-type: none"> Developing a wide range of art and design techniques in using colour and texture and line. Knowing about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines.

Music	French	PE
<p>Key Question/Theme: <i>Music Express Unit</i></p>	<p>Key Question/Theme: <i>French (Specialist Teacher)</i></p>	<p>Key Question/Theme: <i>Multi-Skills (Specialist Teacher)</i></p>
<p>Key Skills:</p> <ul style="list-style-type: none"> • Using their voices expressively and creatively by singing songs and speaking chants and rhymes. • Playing tuned and un-tuned instruments musically. • Listening with concentration and understanding to a range of high-quality live and recorded music. • Experimenting with, creating, selecting and combining sounds using the inter-related dimensions of music. 	<p>Key Skills:</p> <ul style="list-style-type: none"> • Listening attentively to spoken language. • Showing and understanding of French language by joining in and responding. 	<p>Key Skills:</p> <ul style="list-style-type: none"> • Mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • Participating in team games, developing simple tactics for attacking and defending • Performing dances using simple movement patterns.