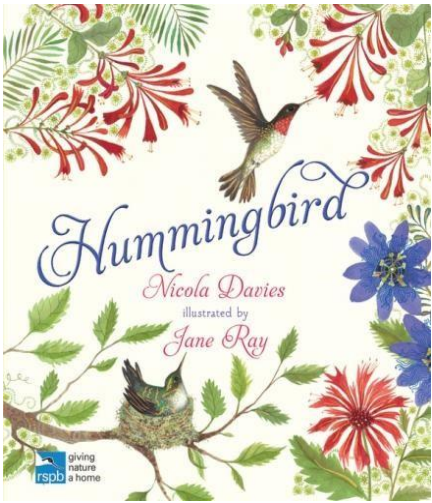



## Year 2 - Spring 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English</b>	<p><b>Stories involving fantasy</b></p> <p>Children discuss different characters &amp; explore descriptive writing, identifying and then using adjectives, prepositions and expanded noun phrases.</p> <p><b>Grammar focus:</b> Use expanded noun phrases to describe and specify.</p>	<p><b>Stories involving fantasy</b></p> <p>Children retell the story from different viewpoints and then plan and write a letter from one of the characters to an Australian animal friend of theirs.</p> <p><b>Grammar focus:</b> Learn how to use subordination.</p>	<p><b>Recounts</b></p> <p>Children read Diary of a Wombat and enjoy the humour of this book. Children notice the features of diary writing, including the use of past tense, and the writing in the first person. Children construct their own diary entry.</p> <p><b>Grammar focus:</b> Learn how to use punctuation correctly, including capital letters, full stops, question or exclamation marks</p>	<p><b>Recounts</b></p> <p>Children identify past and progressive form in the diary entries. They practise using these, and then create a diary of a different Australian animal.</p> <p><b>Grammar focus:</b> Use 'when', 'because', 'if', 'where' etc. to create subordinate clauses.</p>	<p><b>Monsters &amp; Dinosaur poems</b></p> <p>Read a variety of poems and look at features. Confirm understanding of the terms verse, free verse, rhyme and rhythm. Analyse different poems and encourage children to decide which they prefer, writing about their reasons.</p> <p><b>Grammar focus:</b> Learn how to use both familiar and new punctuation correctly, including capital letters and exclamation marks.</p>	<p><b>Monsters and Dinosaur poems</b></p> <p>Using 'Question Time' by Michaela Morgan children write questions and answer these with statements, reading both aloud. They consider intonation, reading exclamations and write these. Then they augment a different poem by writing commands.</p> <p><b>Grammar focus:</b> Learn how to use sentences with different formats: statements, exclamations and commands</p>
<b>Maths</b>	<p><b>Multiplication and Division</b></p> <p>In this step, children look at both the 5 and 10 times-tables and the relationship between them. Children should identify numbers that are in both the 5 and 10 times-tables and think</p>	<p><b>Length and Height</b></p> <p>In this step, they focus on measuring lengths and heights using a ruler, with a specific focus on measuring in centimetres. Children understand the importance of starting</p>	<p><b>Length and Height</b></p> <p>Children solve both one-step and two-step problems relating to lengths and heights. They use concrete and pictorial representations to support them in understanding the questions, and in calculating efficiently</p>	<p><b>Mass, Capacity and Temperature</b></p> <p>Children use the language "heavier" and "lighter" alongside the inequality symbols to compare mass. They can also use cubes or similar objects as a non-standard unit of</p>	<p><b>Mass, Capacity and Temperature</b></p> <p>In this step, children use the skills from the previous step to support them in measuring volume in millilitres. This should be introduced practically to give children the understanding of how</p>	<p><b>Mass, Capacity and Temperature</b></p> <p>In this small step, children are introduced to temperature, thermometers and the unit "degrees Celsius", written °C, for the first time. Discuss the language of temperature such as "hot", "warm", "cold" and so on.</p>

	about any generalisations that they can make.	from zero when measuring.		measurement to compare different objects.	much space, for example, 100 ml takes up.	
<b>Science</b>	<b>USES OF MATERIALS</b>					
	<p>In the Uses of Materials project, your children will learn the names and uses of everyday materials. They will find that materials can be shaped in different ways to make them more useful. They will test how different materials can be shaped and whether they will return to their original shape.</p>	<p>They will learn that the properties of materials mean they can be used in different ways and that objects are made from materials that have suitable properties for their purpose. They will find that objects can be made from one material or more than one material and that the same object can be made from different materials with similar properties.</p>	<p>Your child will label objects with their materials and think about their properties and uses. They will learn about paper and test the properties of different paper types. They will also find out about recycling and sustainability.</p>			
<b>Guided Reading</b>	<p style="text-align: center;"><b>Hummingbird</b></p> 			<p style="text-align: center;"><b>Zeraffa Giraffa</b></p> 		

	<p>The vivid illustrations bring the annual migration of the ruby-throated hummingbird to life, a concept that may be new to the children, offering a chance to explore and expand their vocabulary and knowledge of the world by looking at both learning and the language of information texts. The book aligns well with the National Curriculum schemes of work for science in Key Stage 1 and provides a fantastic opportunity for children to engage with non-fiction writing.</p> <p>It combines elements of intercultural family life with factual information about the hummingbird.</p>	<p>This exceptional picture book helps teachers explore local issues and personal relationships. The main themes of the story focus on courage, perseverance, and compassion.</p> <p>The book offers a wonderful opportunity for children to explore the landscapes, cultures, and environments Zeraffa passes through, allowing them to map out her journey. The depth of the story will encourage children to engage with it through various teaching approaches, including drama and role-play. They will also have opportunities to talk confidently about picture books and their responses to them, as well as reflect on their reading through a journal.</p> <p>The narrative is carefully crafted with well-drawn settings and characters, offering young readers a good stimulus and model for their own writing at the end of the sequence.</p>
<b>Topic</b>	<b>COASTLINE</b>	
	<p>Year 2 will learn how to stay safe when visiting the coast. They will have the opportunity to learn about the work of the RNLI, what happened to the <i>SS Rohilla</i> and about the coastal town of Whitby, including how Captain Cook is linked to the town.</p>	<p>They will research the tourism industry and consider what features make a place a successful tourist destination.</p>
<b>Art &amp; DT</b>	<b>REMARKABLE RECIPES</b>	
	<p>This project teaches children about sources of food and tools used for food preparation. They also discover why some foods are cooked and learn to read a simple recipe. The children choose and make a lunch meal that fulfils specific design criteria.</p>	<p>They learn how to read and follow a simple recipe, developing important skills for planning and preparing meals. As part of the project, the children are encouraged to choose a new school meal, considering factors like nutrition, taste, and variety.</p>
<b>PSHE</b>	<p>They then create this meal themselves, ensuring it meets specific design criteria such as balancing ingredients and considering dietary needs. This hands-on approach allows the children to apply their knowledge and creativity in making a meal that is both enjoyable and healthy.</p>	

	<b>WHAT HELPS US STAY SAFE?</b>		
	<p>This unit will teach children how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/household products and online) and how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them.</p>	<p>Children are encouraged to think about how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets and how not everything they see online is true or trustworthy and that people can pretend to be someone they are not.</p>	<p>They will also learn about speaking to a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them.</p>
<b>PE</b>	<b>FOOTBALL</b>		
	<p>In Year 2 PE, children will develop fundamental football skills through an engaging six-week unit. They will start with The Basics, learning how to control, dribble, and stop the ball with confidence. In Masterful Moving, they will refine their agility, balance, and coordination while moving with the ball. Passing Practice will introduce simple passing techniques to encourage teamwork and accurate ball distribution. In Defend, Defend, Defend, children will explore basic defensive skills, including positioning and blocking. Attack, Attack, Attack will focus on moving towards goal, creating space, and taking simple shots. Finally, in Game Play, they will apply all their skills in small-sided matches, developing their understanding of teamwork, fair play, and game strategies in a fun and supportive environment.</p>		