

## Learning Outline

Year 2: Spring Term



English	<p><b>Key texts:</b>  <u>Fiction: Adventure Narrative</u> <i>The Owl Who Was Afraid of the Dark</i> by Jill Tomlinson</p> <p><u>Non-Fiction: Report (Habitats)</u> <i>Based on the book 'What's Where on Earth Atlas' by Dorling Kindersley Limited</i></p> <p><b>We will learn to use:</b></p> <ul style="list-style-type: none"> <li>• Precise use of nouns, adjectives, verbs and adverbs</li> <li>• Expanded noun phrases</li> <li>• Sentence forms inc. Questions, exclamations, statements and commands (and the relevant punctuation)</li> <li>• Prepositions</li> <li>• Apostrophes to indicate contracted forms</li> <li>• Suffixes – ly and -ed</li> <li>• Using an increasing range of sentence structures inc compound sentences and complex sentences</li> <li>• Using conjunctions for subordination and coordination (inc. and/when/but/so/because/if)</li> <li>• Commas in a list</li> </ul> <p><b>We will write:</b>  Fiction: Adventure Narrative  Non – Fiction: Information text</p> <p><b>Spelling:</b>  See Spelling Long Term Plan for further info</p>
Maths	<p><b>Shape</b>  <b>Money</b>  <b>Multiplication and Division</b></p>
Science	<p><b>The Scented Garden</b>  <b>Plants</b>  In this unit we will observe how seeds and bulbs grow into mature plants and find out what they need to grow and stay healthy.</p> <p><b>Living things and their habitats</b>  In this unit we will explore the differences between things that are living, dead and things that have never been alive. We will identify that most living things have habitats and how habitats provide for the basic needs of different animals and plants that live there. We'll find out about simple food chains to explain how animals obtain food from plants.</p>
Geography	<p><b>Wriggle and Crawl</b>  As we are exploring our school grounds we will use aerial photographs to recognise human and physical features around us. We will devise a simple map of the school grounds, using basic symbols in a key. We will make comparisons between our local area to a contrasting non-European country (Brazilian rainforest).</p>

PE	<b>Yoga</b> <b>Dance</b> <b>Target Games</b> <b>Invasion</b>
PSHE & Relationships education	<b>Too Much Selfie Isn't Healthy!</b> Looking at how are we the same and how we are different and celebrating others around us, including in the wider community. <b>Don't Hold On to What's Wrong!</b> In this unit we learn about saying sorry and offering forgiveness between friends. We reflect on helpful ways to deal with hurt and ways of handling negative emotion.
Art and Design	<b>Flower Head</b> This project teaches children about the visual elements of flowers, including shape, texture, colour, pattern and form. They also explore various artistic methods, including drawing, printmaking and 3-D forms, using paper and clay.
Design and technology	<b>Remarkable Recipes</b> 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 new school meal that fulfils specific design criteria.
Music	<b>I Wanna Play in a Band</b> Rock <b>Zootime</b> Reggae
RE	<b>What makes some places sacred to believers?</b> Learning about places that are special to people including some places of worship. <b>Christianity (Salvation):</b> Why does Easter matter to Christians?
Computing	<b>Coding: Robot Algorithms</b> This unit develops learners' understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Learners will use given commands in different orders to investigate how the order affects the outcome. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.  <b>Data and Information: Pictograms</b> Learners will begin to understand what 'data' means and how this can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions.