

## English

English lessons, phonic, grammar and guided reading sessions.

### Lizzy and the Cloud.

children begin the sequence with the arrival of a mysterious package in the classroom with a label reading, "Please look after me. Caution: take care when opening to avoid me floating away". After discussing and predicting what might be inside, children explore the front cover and generate questions about the story. As they work through the Writing Root, children will go on to practise the use of expanded noun phrases to give directions to and describe the Cloud Seller, as well as create and perform Cloud Seller market stall pitches / adverts. They will explore and experiment with new vocabulary, use command sentences to write instructions and write letters and postcards in role. There will be the opportunity to discuss and explore the links between weather and emotions before they finally go on to apply their skills to write a guidebook for how to care for a cloud.

### If All the World Were

The children begin by responding to, What is...? questions, in the form of statements to create a kaleidoscope of memories. Then they share the text before inferring a character's feelings and then writing in role. A letter from the main character is sent to the class, to which the children respond giving advice. Children then draw upon ideas in the text to think about special objects, creating noun phrases for each. They then apply this idea into a non-narrative poem with a focus on drawing upon the author's language. Finally, after watching the author read one of his pieces, they prepare their poem to read out loud and do so to an audience.

## Computing

Explore a new application independently.  
Explain what the blocks on ScratchJr do and use them for a purpose.  
Recognise a loop in coding and why it is useful.  
Use a code to create an animation of an animal moving.  
Use code to follow and create an algorithm.  
Program code to run 'on tap'.  
Explain the role of the blocks in a program they have created.



## Music

Music will be delivered by a specialist music team.  
Our wider opportunities instrument this year is ocarinas.

## Maths

### Fractions

Equal parts  
Halves, quarters and thirds  
Naming fractions  
Making a whole  
Counting in fractions  
Finding part of a set/ quantity

### Time

To recognise o'clock and half past  
To understand time to quarter past and quarter to.  
To understand intervals of time.  
To tell the time to 5 minutes.

P.E: Children will be working on fundamental movements in games.

# Year 2 – Spring 2

## Science

### Use of everyday materials

Children will:

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for uses.
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

## DT

### Moving Mechanisms

Children to design, create and evaluate Moving monsters. Using levers, pivots and linkages.

## R.E

Unit 1.5 – Why does Easter Matter to Christians? (Salvation)

## PHSE/RSE

### Economic Wellbeing

Explain some ways adults get money. Discuss the role of bank account cards. Recognise wants and needs. Recognise the difference between a want and a need. Identify their skills and talents and identify ways to develop their skills and talents.

Explain why treating people equally and inclusively is important.

## Geography – UK and coastal regions

- Locate coastal regions in England, Ireland, Scotland and Wales
- Zoom in on local seaside resorts and investigate the place
- Use Y2 map skills to investigate the place using techniques
- Create own maps and keys
- Locate seaside physical features eg coast, cliff, ocean, sea
- Locate human features of coastal regions eg harbour, port, pier