

English

Reading - Key texts: 'Shakespeare 'Midsummer Night's Dream'. 'On my way home' by Jill Murphy

Developing pleasure and motivation to read. Comprehension skills focusing on Y2 key skills/content domains both during whole class reading and guided group reading.

Speaking and Listening - Performance/role play using Shakespearean plays, interviewing local residents, verbal descriptions looking at differences of their local community, past and present, recite poems by heart.

Writing Composition - Writing for different purposes, developing stamina, editing and checking work throughout.

Playscript: Use 'A Midsummer Night's Dream' to write a playscript.

Narrative: Use ideas and themes in 'A Midsummer Night's Dream' to write their own magical story.

Nursery rhymes: write a bakery nursery rhyme like *Pat-a-cake*, *Simple Simon*, *Sing a Song of Sixpence* and *Five Current Buns in a Baker's Shop*

Nonfiction: Write an information page about William Shakespeare. Write a set of instructions for the local area. Create adverts, posters and signs.

Spelling: Weekly spellings linked to National Curriculum spellings for Year 2. Main focus: endings *-il*, *-le*, *-el*, *-al*, common exception words.

Grammar: Linked to the National Curriculum requirements for Year 2. Main focus: linking words, organisational devices, question marks, word order in a sentence.

Handwriting: Children join and enhance the fluency and neatness of their writing. Emphasis on neat presentation and pride in all written work.

Religious Education

(According to Warwickshire and Coventry agreed syllabus for RE 2017)

Engaging pupils in enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Key Question: *What do Christians do when they go to church? To include a visit to a church*

- Preparation for visit. The visit, including meeting with the leader, consideration of the purpose for attending church. After the visit.

Geography

Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map.

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

Maths

Measurement: Money

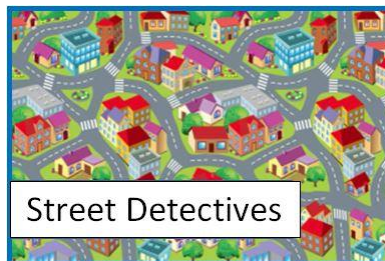
Introduction to coins and notes, Understand pounds and pence, adding and subtracting money, solving problems involving money.

Multiplication and DIVISION -recall and use division facts for the 2, 5, 10 times tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division using the correct symbols, solve problems using materials, arrays, repeated addition, mental methods and facts, including problems in context. Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

Geometry: Properties of shape -Identify and describe the properties of 2-D and 3-D shapes, including the number of sides/edges, vertices, faces and lines of symmetry. Identify 2-D shapes on the surface of 3-D shapes. Compare and sort common 2-D and 3-D shapes and everyday objects.

Street Detectives

Curriculum Plan -Spring 1 2018
Year 2 Miss O'Connell



Street Detectives



Super Start: "Detective hunt" Finding clues about the history of the local area.

Fantastic Finish: Visit around Stratford-upon-Avon

Design and Technology

Design purposeful, functional, appealing products for themselves and other users based on design criteria.

- Make a mini-model of a house, shop or other building from their own community.
- Create an old-fashioned bakery, baking bread, cakes and biscuits.
- Create signs that could be placed around the local community to help people remember to take care of it.

PSHE

Our 'Belonging to a community & Improving the local area' unit focuses on the following:

- recognise that they belong to various groups and communities, such as family and school.
- know what improves and harms their local, natural and built environments and about some of the ways people look after them.

It also links clearly with our SMSC development.

Computing

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.

Science

Units "Identifying and comparing everyday materials"

Units "Identifying plants in the local area"

Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.

Identify and classify.

- Sort a selection of building materials in natural and man-made categories.
- Observe, photograph and identify plants found in different habitats in the locality. Consider how well these areas are cared for by the local community and take part in looking after them by picking up litter, weeding or planting new bulbs.

British Values and SMSC

Developing an understanding of fundamental British values

Spiritual: Understand how beliefs, experience and values shape our local community. Reflect on experiences of living in different communities.

Moral: Understand how people have been treated unfairly in the past; distinguish between right and wrong; show respect and tolerance and explore how prejudice and discrimination has influenced history and affected groups of people.

Social: Develop an understanding of the local community and how it has changed over history. Explore what we can do to help our local community.

Cultural: explore the importance of Shakespeare in the local community and how his work has impacted across the world.

Democracy/ Rule of Law: understand how laws and rules are made so that we live in a safe community.

Physical Education

Master 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.

Games - Unit 3 - Dribbling, kicking and hitting

- To develop new skills relevant to specific games
- Know and apply basic tactics and strategies for attacking play
- To work co-operatively with another person in a team.

Gymnastics - Unit 1 - Pathways, Straight, Zig-Zag and Curving

- Travel confidently and competently in different ways and on different body parts.
- Link together 3 movements showing a contrast in speed and level
- Move in different directions.

Art

Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

- Look at work of artists who drew or painted the urban landscape of their own locality.
- Design costumes for 'A Midsummer Night's Dream'
- Look at the patterns in local buildings and create prints.

History

Learn about significant historical events, people and places in their own locality.

Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

- Explore the history of Stratford-upon-Avon, look at old maps and pictures.
- Make comparisons between old and modern Stratford-upon-Avon, identify differences.
- Look at the history of the school. Speak to former pupils of the school.
- Identify old and new landmarks in the area.