

English

Reading - Key texts: 'Grand Old Duke of York, The Steadfast Tin Soldier (Shared reading), Patrick by Quentin Blake, [A Midsummer Night's Dream for Shakespeare week]

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 of their poetry and music, interviewing and hot seating

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

Newspaper: Use the nursery rhyme "Grand Old Duke of York" as a stimuli to create a newspaper.

Narrative: Use ideas and themes in Quentin Blake "Patrick" to write their own magical musical story.

Poetry: looking at the rhyme and word pattern in nursery rhymes and sounds.

Nonfiction: Write instructions on how to create a musical instrument. Label a diagram of their musical instrument.

Spelling: Weekly spellings linked to National Curriculum spellings for Year 2. Main focus: adding suffix - ed, -ing, -er, -est, -y

Grammar: Linked to the National Curriculum requirements for Year 2. Main focus: past tense, noun phrases and apostrophes for possession.

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: Which books and stories are special?

- Looking at the significant of special books in different religions.
- Look at the morals and stories in special books.

Music

Listen with concentration and understanding to a range of high-quality live and recorded music. Play tuned and untuned instruments musically.

- Clap, tap or move to the natural pulse of the music, keeping the beat and playing along on percussion instruments.
- Explore their voices as instruments.
- Learn a simple song to sing in a two or four-part round.
- Explain what they like or dislike about a piece of music and why.
- Explore using their bodies as musical instruments.

Super Start: "Drumming parade" Opening to The Grand Old Duke of York
Fantastic Finish: Musical performance to parents.

Maths

Geometry: Properties of shapes -

Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Identify 2D shapes on the surface of 3D shapes. Compare and sort common 2-D and 3-D shapes and everyday objects.

Number - addition and subtraction. -add and subtract numbers using concrete objects, pictorial representations and mentally including 2 two-digit numbers and 3 one-digit numbers. Recognise and use the inverse relationships.

Measurement: Time - Compare and sequence intervals of time, tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day.

Beat Band Boogie

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



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.

Dance - Unit 3 - Words and word messages

- Demonstrate the ability to hold clear body shapes both in movement and stillness.
- Improvise an idea.
- Perform a whole dance with a simple narrative.
- Observe and describe dance phrases and expressive qualities.

Gymnastics - Unit J - Turning, spinning and twisting

- To turn, spin and twist on different body parts, showing control and co-ordination.
- To understand one part of the body must be fixed.
- To create a twist with a contrast in speed and level.
- Perform on the floor and on apparatus.

Computing

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

- Look at audio recording - record sounds, manipulate, edit and change these sounds.

Science

Units "Animals including humans"

- Describe what happens to young animals as they grow into adults.
- Find out about the basic needs of animals for survival.
- Describe the importance for humans of exercise, nutrition and hygiene (Perform simple tests - Observe closely - Gather and record data)

Units "Living things and their habitats"

- Describe how animals obtain food from plants or other animals, using the idea of a simple food chain (Identify and classify)
- Explore and compare the differences between things that are living, dead and things that have never been alive.

Units "Sound"

Identify simple patterns and/or relationships using simple comparative language

- Investigate how the level of water in a glass bottle affects the sounds made. Record results in a chart.
- Investigate their sense of hearing
- Explore how sounds can sound differently indoor and in different places. Create a sound map to record these on.

British Values and SMSC

Developing an understanding of fundamental British values

Spiritual: Understand how beliefs, experience and values are reflected in music. Explore how music can change the way you feel.

Social: Look at how music brings communities together. How music is used in marching bands.

Cultural: explore different drums around the world. How the sound, design and tune reflect on the cultures.

Individual liberty: understand how music is a platform to freely express your views and ideas.

Tolerance and respect: understand that everyone likes different types of music and they are to respect and tolerate other children's opinions.

Art

Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

- Create a movement canvas. Look at different patterns and see what happens as colours blend.

Design and Technology

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

- Make a balloon drum.
- Write instructions on how to make a balloon drum.
- Design, create and build a percussion instrument.
- Assess their percussion instrument.

PSHE

Our 'Good to be Me' unit focuses on the following:

- recognise what they are good at and enjoy doing
- know different ways on how they can stand up for what they believe in
- know different strategies on how to relax.

It also links clearly with our SMSC development.

Humanities

Name, describe and compare human and physical features of their own locality and another names place, asking and responding to questions.

- Collect items from outdoor to play or make an interesting sound on, e.g. fence, tree trunk, bin lid.
- Sketch a map of our outdoor area on where you can find a good place to make a sound.