

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.

Narrative: write diary entries, letters, dialogues and character descriptions.

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 following Non-nonsense spellings..

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?

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

Maths

Fraction

Finding $\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$ of a quantity. Know and recognise equivalent fractions such as $\frac{1}{2} = \frac{2}{4}$

Addition and SUBTRACTION -revisiting work we have previously covered: using and applying number bonds to 100 (tens), solving calculations that involve looking at 10 more and 10 less, adding and subtracting tens, subtracting 1 and 2-digit numbers from a 2-digit number that crosses ten.

Geometry: position and direction -Use mathematical vocabulary to describe routes.

Maths with Miss Bradburn:

- Reading scales
- Problems involving money
- Telling the time
- Find fractions of shapes.

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 Plants

Children will:

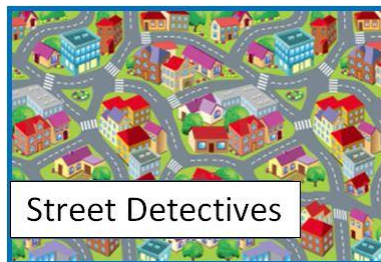
- Observe and describe how seeds and bulbs grow into mature plants
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
- Observe, photograph and identify plants found in different habitats in the locality. Consider how well these areas are cared for by the local community and take part in looking after them by picking up litter, weeding or planting new bulbs.

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.



Street Detectives



Street Detectives

Curriculum Plan -Spring 2 2019

Year 2 Mrs Abernethy

Super Start: "Detective hunt"

Finding clues about the history of the local area.

'Fantastic Finish: Visit around Stratford-upon-Avon

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.

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.

Design and Technology

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

- Design costumes for 'A Midsummer Night's Dream'

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.
- Look at the patterns in local buildings and create prints.

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.

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.
- Identify old and new landmarks in the area.

Music

Experiment with, create, select and combine sounds using the interrelated dimensions of music. Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

- Write a song that could be performed at a fairy party with Puck - the sound should talk about the tricks that fairies play on the mortal world.
- Use nursery rhymes to support children with writing a tune.