

## Year 2 Topic Overview – How does it grow? Spring Term 2

### Year 2-Medium term plan- Spring 2 – How does it grow?

	<b>Week 1 w/c 24/2</b>	<b>Week 2 w/c 3/3</b>	<b>Week 3 w/c 10/3</b>	<b>Week 4 w/c 17/3</b>	<b>Week 5 /6 w/c 24/3 31/3</b>
	St David's day (1/3)	<b>Shrove Tuesday (4/3)</b> World Book Day (6/3) 1 <sup>st</sup> Book festival book focus	13/3 Parents Eve Science week 10 <sup>th</sup> -14 <sup>th</sup> March 17/3 St Patricks day 14/3 Comic relief 2 <sup>nd</sup> Book festival book focus	3 <sup>rd</sup> Book festival book focus Mr Arter -Indian music	Mothers' Day (30/3) 1/4 Vote Derby Book Festival St Marys Church Easter assembly Creative afternoon 3/4 Book festival winner announced
<b>Wow</b>	Trail of leaves into the classroom with them leading to the book 'The Night Gardener'. Planting seeds Daffodils in the classroom Easter egg hunt				
	Padlet: <a href="https://padlet.com/aharker4/the-night-gardener-47d1x8hoysfxnnes">https://padlet.com/aharker4/the-night-gardener-47d1x8hoysfxnnes</a>				
<b>Maths Y2</b>	Unit 6: Multiplication & Division (1) (5 lessons)	Unit 7: Multiplication & Division (2) (10 lessons)		Unit 8: Length & Height (5 lessons)	Unit 9: Mass, capacity and temperature (8 lessons)
<b>English</b>	Leave a trail of leaves in the classroom. At the end of the trail leave the - The Night Gardener. Complete a Character Study and Comparison of William and the Night Gardener. How are William and the night gardener the same? How are they different? Vocabulary building	2 weeks Build a vocabulary of words Children to use the concept of Pie Corbett story mapping. Plan to rewrite the story		Science Theme. Write predications, observations and conclusions about plants. Plant grass seeds. Observe what happens.	Alliteration – to write a poem about the animal topiary. Use the vocabulary from the text to support writing.

Phonics Y2	See LW Planning				
Handwriting	c o a d g q e		m n r h b k p		v w   u y
	al ab ia va	ib ob lp mp	ck cy nc oc	de dr da nd	em ke ej oj
SPaG Y2	Verbs	Singular and Plural	Adverbs with -ly	Commas in lists	Changing adjectives into adverbs
Little Wandle Spellings Y2	The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words? who whole our/hour	Why do I swap the 'y' for an 'i' when I add the suffix -es? people friend quite/quiet	Why do some words have the spelling 'ey' for the sound /ee/? move improve see/sea	Why do some words end - le, -al, -il or -el? to/too/two	Why does 'c' make the sound /s/ in some words? beautiful laugh here/hear
Time for us/ Relationships and Health Education (RHE) Year 2	→ I know what I need to eat to be healthy and grow. Growing Food – What people eat now and what did people ate in the past? What is healthy and what is unhealthy? Eat well plate – classifying and sorting, different food groups, balanced diet and plenty of water. Make a Fruit Salad		→ I know that I need to eat well, drink well, move well and sleep well.  Eat well plate – classifying and sorting, different food groups, balanced diet and plenty of water.  Real PE – Unit 6 - Health & Fitness Level 1 – I am aware why exercise is important for good health Level 2 - I can say how I feel before, during and after exercise. The importance of good bedroom routines.		→ I know that everyone is different. Provide resources and books that show characters from a range of backgrounds/ ethnicities/ faiths Celebrate key positive figures related to topics from a broad range of backgrounds

**Plants:**

- I can observe and describe how seeds and bulbs grow into mature plants.
- I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
- I can identify and name a variety of plants and animals in their habitats, including microhabitats

**Working Scientifically**

- I know how to observe closely, using simple equipment.

Planting cress seeds – observing changes over time.

Planting seeds/bulbs in different conditions (see NC objectives)

Planting grass seeds to make mini gardens.

What do plants need to survive?

Classifying – Living, non-living, never been alive

RSPB Curriculum for Nature -

Nature walk/ Scavenger hunt

TAPS - Plant growth comic strip

Daffodil (bulbs), Crocus (bulbs),

Cress, Grass seeds, Birds Foot Trefoil, Foxglove, Allium (bulbs)

Trees - Silver Birch, Whitebeam, Oak, Norway Maple, Beech

What do plants need to grow?

What's inside a seed?

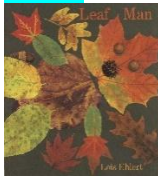
Life cycle of a plant?

What do plants need to stay healthy?

	Week 1	Week 2	Week 3	Week 4	Week 5
Zoom in Zoom Out	Green Patterns	Bumpy Eyes	Brown Scales	Do you Like Butter?	Spectacular Spheres
Odd One Out	Three Seasons	Flowers in Spring	Tall Trunks	Types of Leaves	Meadow Feast

**Reach Out Reporter** – weekly

<b>Computing</b>	<p><b>Year 2 - Pic Collage/ J2E</b> – create a picture using paint, label/write a comment. Using the keyboard, spacebar, enter, backspace, return - ‘Technology Zone’</p> <p>Using technology:</p> <ul style="list-style-type: none"> <li>→ I can use technology safely and respectfully.</li> <li>→ I know about the dangers online.</li> <li>→ I keep personal information private.</li> <li>→ I can use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul> <p>Project evolve: Health, well being and lifestyle</p> <ul style="list-style-type: none"> <li>-I can <b>explain</b> simple guidance for using technology in different environments and settings.</li> <li>-I can say how those rules / guides can help anyone accessing online technologies.</li> </ul>				
	Share Project evolve. Challenge Board activity. Use j2e paint and j2e animate./ to retell or illustrate the story ongoing.	Draw the forest and accurately programme the BeeBot through it – revisit algorithms	Take a picture using a camera, write a caption to .....describe it.	Use pictogram to make a graph- collecting information-save and retrieve to share.	<b><u>Revisit Project evolve quiz</u></b>
<b>Art</b>	<p>Create digital art and use simple drawing programmes on computers and ipads such as J2E. Use a variety of materials to make 3D sculptures in a variety of sizes, working independently or collaboratively as a group. E.g clay models, large paper mache structures, recycles materials, natural materials. Explore natural patterns</p>				
	I know how to use drawing to develop and share their ideas, experiences and imagination.	<ul style="list-style-type: none"> <li>→ Develop mark- making using a range of media: pencil, chalk, pastel, charcoal, pens, and can talk about my art.</li> <li>→ Explore a variety of drawing starting points: looking closely through observation from primary and secondary sources, drawing from memory and imagination.</li> <li>→ Add detail to my drawings.</li> <li>→ Draw clear outlines/shapes.</li> </ul> <p>Joseph Wright (light)- visit from Derby Museum to explore his work- Local artist.</p>	Investigate textures by describing, naming, rubbing, copying (smooth, rough, crinkly, bumpy, glossy, matt, soft, hard etc). Including natural and manmade.	<p>Explore resist techniques with masking tape, or wax</p> <p>Express form in 3D sculpture/ material</p>	

	<p>-Be inspired by <b>Andy Goldsworthy</b> transient artwork patterns in nature</p>  <p>-Use J2E drawing programme to create a digital drawing. Make choices for backgrounds, shapes, pictures and use animation. Draw a flower/ garden</p>	<p>-Use pencils and pens to draw plants from observation of <b>primary and secondary sources.</b> (Drawing)</p> <p>-Photocopy plant literacy writing word to use as a <b>background</b> for painting of plant.</p>	<p>-Drawing new flowers from our imagination invent a new flower and name (design seed packet designs)</p>	<p>-Tree hunt – describe and make Plants rubbing of tree bark and leaves.</p> <p>-Drawing <b>plan</b> of the school with <b>symbols/</b> key for trees</p>	<p>-Using fingerprints to create a <b>topiary animal picture.</b> (Form)</p> <p>-Create a <b>resist pattern</b> leaf using on material. Use masking tape or cut shapes.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">D&amp;T</p>	<p>Use plants to make a super healthy salad. Talk about where the vegetables come from and how they grow.</p> <p><b>Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>• Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.</li> <li>• Understand that all food comes from plants or animals</li> <li>• Name and sort foods into the five groups in the Eatwell guide.</li> <li>• Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of <i>The eatwell plate</i>.</li> <li>• Know how to prepare simple dishes safely and hygienically without using heat source.</li> <li>• Know how to use techniques such cutting, peeling and grating.</li> <li>• Know and use technical and sensory vocabulary relevant to the project.</li> </ul>				

<p style="text-align: center;"><b>RE</b></p>	<p>1.4 – I know what we can learn from sacred books?</p> <ul style="list-style-type: none"> <li>→ Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).</li> <li>→ Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).</li> <li>→ Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).</li> <li>→ Talk about issues of good and bad, right and wrong arising from the stories (C3).</li> </ul> <p>Explore what a story is and why we like them; are there different types of story? Introduce a parable as a story with a deeper meaning. Talk about how some books are more than special – they are sacred or holy, meaning that people believe that they are from God.</p> <p>Introduce the Bible as a sacred text for Christians.</p> <p><b>Bible Story – Daniel in the Lion’s Den – The Old Testament.</b></p> <p><b>Bible Story – Walking on the Water – The Old Testament.</b></p> <p><b>Bible Story – The Blind Man – The New Testament.</b></p> <p>Introduce a sacred text for Muslims – Holy Qur’an</p> <p>Investigate how these books are used and treated – Holy Qur’an kept in its original Arabic, as Muslims believe that is how it was revealed to Prophet Muhammad.</p> <p>Read, act out and illustrate some stories about Prophet Muhammad (e.g. ‘Muhammad and the hungry stranger’, ‘The thirsty camel’, ‘The sleeping cat’, ‘Muhammad and Bilal’, ‘Muhammad and the rebuilding of the Ka’aba’).</p> <p>Share an example of a story that occurs in more than one sacred text e.g. <b>Bible Story – The story of Noah - The Old Testament.</b></p>	<p>1.6 – I know how and why we celebrate special and sacred times?</p> <ul style="list-style-type: none"> <li>→ Identify some ways Christians celebrate Easter</li> <li>→ Re-tell stories connected with Easter</li> <li>→ Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).</li> <li>→ Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</li> </ul> <p>Consider the importance and value of celebration and remembrance in children’s own lives.</p> <p>Learn about festivals in Christianity, Easter in Christianity: the stories and meanings associated with them. <b>Bible Story – The Easter Story – The New Testament. The Christmas Story – The New Testament.</b> For example, from Easter: Explore stories of Jesus in Holy Week such as riding into Jerusalem on a donkey, turning over tables in the temple, washing his friends’ feet, being arrested, being deserted, crucifixion, resurrection on Sunday morning. Explore feelings of Jesus and disciples. Explore how these are shown in the ways Christians celebrate Easter today e.g. Palm Sunday processions; washing feet; sorrow of Good Friday; darkness on Saturday services; light and joy of Easter day etc.</p>
<p style="text-align: center;"><b>Construction Small world</b></p>	<p>Building models and trees using the construction</p> <p>Exploring the woodland animals further- Retelling the story using the story map.</p>	
<p style="text-align: center;"><b>Role play/ explore area</b></p>	<p>Garden Centre</p>	

**Music**

→ I can listen with concentration and understanding to a range of high-quality live music.  
 AD to perform excerpt from 'La Mourisque' by Susato on flute / recorder.

→ I can listen with concentration and understanding to a range of high-quality recorded music.  
 Listen to 'The Lark Ascending' by Vaughn Williams  
[Classical Music for Early Years / KS1 - Ten Pieces - BBC Teach](#)  
 Click the above link and download KS1 six week plan.

→ I can play untuned instruments musically using the inter-related dimension of pulse/beat, rhythm and pitch.  
**Spring term** – use topic related vocabulary – plant/tree names  
 Copy rhythms made by an adult on claves.

**PE Year 2**



**Practise Safely**

**Emerging**

- I am aware of why exercise is important for good health.

**Expected**

- I can say how my body feels before, during and after exercise.
- I use equipment appropriately and move and land safely.

**Exceeding**

- I can describe how and why my body changes during and after exercise.



**Agility**  
Ball Chasing



**Static Balance**  
Floor Work

In this unit, the children will develop and apply their ball chasing and floor work balance through focused skill development sessions, cooperative and competitive games.

 **Emerging**  
I can complete **some** Green challenges
   
 **Expected**  
I can complete **all** Green challenges
   
 **Exceeding**  
I can complete **some** Red challenges