

Topic Overview – How does it grow? Spring Term 2

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

	Week 1 w/c 23/2	Week 2 w/c 2/3	Week 3 w/c 10/3	Week 4 w/c 16/3	Week 5 w/c 23/3
	St David's day (1/3)	World Book Day (4/3) Parents eve (5/3) 1 st Book festival book focus	Science week 10 th -14 th March 15/3 Mothers Day 2 nd Book festival book focus	3 rd Book festival book focus 17/3 St Patricks day	24/3 Vote Derby Book Festival 24/3 St Marys Church Easter assembly 24or26/3 Creative afternoon 26/3 Book festival winner announced 27/3 Break up
Wow	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: https://padlet.com/aharker4/the-night-gardener-47d1x8hoysfxnes				
Maths Y2	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)
English	Write instructions to plant a seed. Use bossy verbs to instruct. Subordinating conjunctions to add detail. Ongoing: Science Theme. Write predications, observations and conclusions about plants. Plant grass seeds. Observe what happens.	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 to plan. Rewrite the story.		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
Time for us/ Relationships and Health Education (RHE) Year 2	<p>→ 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</p>		<p>→ I know that I need to eat well, drink well, move well and sleep well.</p> <p>Eat well plate – classifying and sorting, different food groups, balanced diet and plenty of water.</p> <p>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.</p>		<p>→ 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</p>

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?

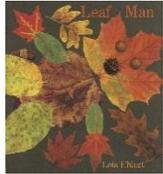
	Week 1	Week 2	Week 3	Week 4	Week 5
Zoom in Zoom Out	Green Patterns	Bumpy Eyes	Brown Scales	Do you Like Butter?	Spectacular Spheres
Odd One Out	Three Seasons	Flowers in Spring	Tall Trunks	Types of Leaves	Meadow Feast

Reach Out Reporter – weekly

Computing	<p>Year 2 - Pic Collage/ J2E – 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"> → I can use technology safely and respectfully. → I know about the dangers online. → I keep personal information private. → I can use technology purposefully to create, organise, store, manipulate and retrieve digital content. <p>Project evolve: Health, well being and lifestyle</p> <ul style="list-style-type: none"> -I can explain simple guidance for using technology in different environments and settings. -I can say how those rules / guides can help anyone accessing online technologies. 			
	Take a picture using a camera, write a caption todescribe it.	Draw the forest and accurately programme the BeeBot through it – revisit algorithms	Share Project evolve. Challenge Board activity. Use j2e paint and j2e animate./ to retell or illustrate the story ongoing.	Use pictogram to make a graph- collecting information-save and retrieve to share.

Art

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
 -Be inspired by **Andy Goldsworthy** transient artwork patterns in nature



-Use J2E drawing programme to create a digital drawing. Make choices for backgrounds, shapes, pictures and use animation.
 Draw a flower/ garden

I know how to use drawing to develop and share their ideas, experiences and imagination.
 → Develop mark- making using a range of media: pencil, chalk, pastel, charcoal, pens, and can talk about my art.
 → Explore a variety of drawing starting points: looking closely through observation from primary and secondary sources, drawing from memory and imagination.
 → Add detail to my drawings.
 → Draw clear outlines/shapes.
 Make observational drawings of daffodils. Observe and record weekly drawings of seeds as they grow.
-Monoprinting: Use masking tape/ wax/ wipe off method to stop paint going in certain places. Work in layers: background, blocked out animal, animal patterns, outline. Make a plant monoprint **layering** prints on top of each other, and **masking** out/ wiping off areas not to be printed.

Investigate textures by describing, naming, rubbing, copying (smooth, rough, crinkly, bumpy, glossy, matt, soft, hard etc). Including natural and manmade.
 -Using coil techniques make an Indian clay pot for carrying water. Decorate with **relief** (added onto) and **intaglio** (carved into).

Explore resist techniques with masking tape, or wax
 Express form in 3D sculpture/ material

		<p>-Use pencils and pens to draw plants from observation of primary and secondary sources. (Drawing)</p> <p>-Photocopy plant literacy writing word to use as a background 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 plan of the school with symbols/ key for trees</p>	<p>-Using fingerprints to create a topiary animal picture. (Form)</p> <p>-Create a resist pattern leaf using on material. Use masking tape or cut shapes.</p>
D&T	<p>Use plants to make a super healthy salad. Talk about where the vegetables come from and how they grow.</p> <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand that all food comes from plants or animals • Name and sort foods into the five groups in the Eatwell guide. • 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>. • Know how to prepare simple dishes safely and hygienically without using heat source. • Know how to use techniques such cutting, peeling and grating. • Know and use technical and sensory vocabulary relevant to the project. 				
RE					
Construction Small world	<p>Building models, plants, trees, habitats and trees using the construction materials and equipment</p> <p>Exploring the woodland animals further- Retelling the story using the story map.</p>				

Role play/ explore area

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

Learning Goals

Learning Behaviour


Creative

Link Movements

Emerging

- I can explore and describe different movements.

Expected

- I can begin to compare my movements and skills with those of others.
- I can select and link movements together to fit a theme.

Exceeding

- I can respond differently to a variety of tasks or music.
- I can make up my own rules and versions of activities.

Fundamental Movement Skills


 Coordination
Ball Skills


 Counter Balance
Counter Balance

In this unit, the children will develop and apply their ball skills and counter balance with a partner 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