

Year 2 Learning Overview – Spring Term 1

<p>English</p>	<p>Text: The Journey Home by Frann Preston-Gannon Outcomes: Posters, lists, short story, information report Skills: Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Read words containing common suffixes. Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Being introduced to non-fiction books that are structured in different ways. Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. Subordination (using when, if, that, or because) and co-ordination (using or, and, or but). Correct choice and consistent use of present tense and past tense throughout writing. Writing narratives about personal experiences and those of others. Writing for different purposes. Make simple additions, revisions and corrections to their own writing by: - Evaluating their writing with the teacher and other pupils. Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].</p>
<p>Maths</p>	<p>Statistics: Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data. Geometry: Properties of Shape Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.] Compare and sort common 2-D and 3-D shapes and everyday objects.</p>
<p>Science</p>	<p>Teeth and Eating Inside our teeth Locating types of teeth Functions of each tooth Looking after teeth Where does food go after the mouth? Diet and healthy eating</p>
<p>Drama</p>	<p>Drama linked to Great Fire of London using improvisation and script Rhythm and speech and language</p>
<p>French</p>	<p>Learning about parts of your body and say if you have hurt yourself Cultural aspects of France and learning French songs</p>
<p>Humanities</p>	<p>The Great Fire of London Understand how the great fire of London started and the main events. Recognise why the fire spread so quickly Complete a newspaper article on the Great Fire of London To recognise the importance of Samuel Pepys' diary for detail about the Great Fire of London. Understand the changes that took place after the Great Fire of London.</p>

	To understand the positive and negative consequences of the Great Fire. To know that Christopher Wren designed and rebuilt large sections of London.
Computing	CREATIVITY 'We are photographers' Taking, selecting and editing pictures Snapseed Internet Safety
Art	The Great Fire of London Experimenting with hot/cold colours Great Fire of London – understanding silhouettes Observational drawing- Tudor houses Use chalk for a fiery background Scissor work
Music	The children will have an introduction to music from Africa. They will sing African songs and learn about call and response technique. They will sing and play the melody of Funga Alafia as a class, adding percussion rhythms to the song.
PE	Cross Country and Fitness Review the 'in school' cross country route in preparation for House Cross Country Develop stamina and cardiovascular fitness across a range of distances Understand and demonstrate different paces with a particular focus on completing the course at a continuous pace without stopping Gymnastics Review and demonstrate previous skills learnt in year 1 e.g. teddy bear rolls Focus on body tension to hold balances and shapes in place Practice working to the 'count of 8' using music and apply this to the routine Perform the routine in front of peers Ball Skills Continue to develop sending and receiving techniques Focus on getting free when 'on' the ball and defending while 'off' the ball
Swimming	Refine aquatic breathing Refine body position, kick and arms through a series of more developed practices. (Across all four strokes) Introduce swimming in lanes and etiquette Further deep water confidence
RE	Islam What do Muslims believe about God (Allah)? What are some of the ways that Muslims show how important God (Allah) is? What are the ways that Muslims learn from the Prophet Muhammad? Where do Muslims go to worship?