

Year 2 Spring 1 Overview LVC: Grandma Moses LV: Creative

	Week 1 WC 2 nd January 3 DAYS	Week 2 WC 9 th January	Week 3 WC 16 th January	Week 4 WC 23 rd January	Week 5 WC 30 th January	Week 6 WC 6 th February
Maths	Recap of addition/subtraction 2D shape Multiplication: <ul style="list-style-type: none"> Recognise equal groups Make equal groups 	Add equal groups Multiplication: <ul style="list-style-type: none"> Multiplication sentences using 'x' Multiplication sentences from pictures. Make arrays 	<ul style="list-style-type: none"> Use arrays Make doubles. Multiplication: <ul style="list-style-type: none"> 2 times tables 	<ul style="list-style-type: none"> 10 times tables 5 times tables Make equal groups – sharing. Division:	<ul style="list-style-type: none"> Make equal groups – grouping Divide by two Odd and even numbers Divide by 5 & divide by 10.	Statistics: <ul style="list-style-type: none"> Make tally charts Draw pictograms (1-1) Interpret Pictograms (1-1)
			NC: Pupils should be taught to: ♣ calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs	NC: solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	NC: recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	NC: show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
Science		Living, Dead and Never Alive	Basic Needs of Animals/Humans Dino Fact file x 2 NC: find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	Materials Dino Fact file x 1 NC: identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses	Working scientifically – materials investigation NC: Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions	

ICT	<p>Create avatars</p> <p>(rclick to save or snipping tool screen grabber to copy and save image)</p> <p>Realistic Person: http://doppelme.com/</p>	<p>Wimpy kid: http://www.wimpyyourself.com/</p> <p>Face: http://photos-share.com/</p>	<p>Marvel: https://www.marvelhq.com/create-your-own-super-hero</p> <p>Don't believe everything you read! (let them believe it's true!)</p>	<p>Questionnaire Tree Octopus http://zapatopi.net/treeoctopus/</p> <p>Create (and upload) content for class "fake website"</p>	<p>Create (and upload) content for class "fake website"</p> <p>Online Safety Safety week activities</p>	
<p>NC: Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ♣ create and debug simple programs ♣ use logical reasoning to predict the behaviour of simple programs ♣ use technology purposefully to create, organise, store, manipulate and retrieve digital content ♣ recognise common uses of information technology beyond school ♣ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they 						
Phonics	<p>/ee/ y funny /e/ ea head /w/ wh wheel</p> <p>any, many, again</p>	<p>/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone</p> <p>who, whole, where two</p>	<p>/l/ le al apple metal /s/ c ice /v/ ve give</p> <p>school, call, different</p>	<p>/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey</p> <p>thought, through, friend, work</p>	<p>Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa</p>	<p>Wandle Assessment Week</p> <p>Spring 1</p> <p>Reassess Aut ½</p> <p>Yellow</p>

Writing	<p>3 Days:</p> <p>New Years Resolutions</p> <p>Genre: Newspaper – Non-fiction text Oracy - Speaking and Listening – how we feel when we produce art.</p> <p>Create a caption for art by Grandma Moses</p>	<p>Genre: Comic Strip - Story</p> <p>Look at Newspapers</p> <ul style="list-style-type: none"> - Highlight key features. - Label features on a WAGOLL <p>Look at topic sentence to draw audience in.</p>	<p>Key teaching:</p> <ul style="list-style-type: none"> - Sentence structure - Non-fiction features <p>Children to write Headline, subheading and topic sentence.</p> <p>Thursday: Children to write.</p>	<p>Friday – editing lesson.</p> <p>Purpose: Pupils are reporters with a deadline for Friday and need to report in a newspaper what they have discovered.</p> <p>Structure of a story – <i>A girl and the dinosaur</i> in a story mountain.</p> <p>Speech Bubbles Story Mountain – children to create their own story map.</p>	<p>Key teaching:</p> <ul style="list-style-type: none"> -Chronology -time conjunctions - Description (noun phrases/adjective) - Speech - Exclamation Marks <p>Character profile</p>	<p>Setting</p> <p>Thursday: Children to write.</p> <p>Friday – editing lesson.</p> <p>Purpose: Pupils to write a comic strip story to share with Year 1/ Reception children.</p>
<p>Pupils should be taught to: ♣ develop positive attitudes towards and stamina for writing by: ♣ writing narratives about personal experiences and those of others (real and fictional) ♣ writing about real events ♣ writing for different purposes</p> <p>Consider what they are going to write before beginning by: ♣ planning or saying out loud what they are going to write about ♣ writing down ideas and/or key words, including new vocabulary ♣ encapsulating what they want to say, sentence by sentence ♣ 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] ♣ read aloud what they have written with appropriate intonation to make the meaning clear.</p>						
Grammar and Punctuation Focus		Revisit Expanded noun phrases			Exclamation Marks	
SPAG	Tenses (past, present, future)	Commas in a list	Compound words	Apostrophes – contracted forms	Apostrophes – for possession	Noun Phrases
Spellings	<p>here, says, there, their, like, what, want, should, would, could</p> <p>Spelling (see English Appendix 1) Pupils should be taught to: ♣ spell by: ♣ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ♣ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones ♣ learning to spell common exception words ♣ learning to spell more words with contracted forms ♣ learning the possessive apostrophe (singular) [for example, the girl's book] ♣ distinguishing between homophones and near-homophones ♣ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly English – key stages 1 and 2 20 Statutory requirements ♣ apply spelling rules and guidance, as listed in English Appendix 1 ♣ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and</p>					

	punctuation taught so far.					
Drama/Inquiry		Children to discover bones/eggshell in sandpit in Paddock. Children to be reporters to write newspaper article about dinosaur.	Receive letter from Mary Anning's ancestor about dinosaur DNA... Wants us to research more about 3 dinosaurs to reintroduce on to an island.			
History	Mary Anning Write non-chron about who Mary Anning was and why she was important <i>*writing across the curriculum*</i>	Grandma Moses	Dinosaur timeline	Create Grandma Moses Timeline	Compare a scene by Grandma Moses, what is different between now and then.	
	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes within living memory – where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality 					
Art	Watercolour practice Foreground/	Background	Observational Drawing	Grandma Moses: Watercolour background	Grandma Moses: Foreground	Complete Grandma Moses picture
	Pupils should be taught: ♣ to use a range of materials creatively to design and make products ♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ♣ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work					
DT			Design Dinosaur Landscape	Pupils to redesign in teams	Make	Evaluate

	<p>When designing and making, pupils should be taught to:</p> <p>Design: ♣ design purposeful, functional, appealing products for themselves and other users based on design criteria ♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make: ♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate: ♣ explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria</p> <p>Technical knowledge: ♣ build structures, exploring how they can be made stronger, stiffer and more stable ♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p>					
PSHE & RHE			<p>Safe relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour PoS Refs: R11, R12, R14, R18, R19, R20</p>	<p>RSE Solution Lesson 6 Pupils know the difference between secrets and surprises and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.</p>		
RE				Chinese New Year		
Music	Charanga Spring 1: I want to play in a band Lesson 1	Charanga Spring 1: I want to play in a band Lesson 2	Charanga Spring 1: I want to play in a band	Lesson 3 Carnival of the Animals – listen to and discuss.	Pupils begin to compose in groups a piece inspired by Carnival of the Animals for a dinosaur. Pupils finish to compose in groups a piece inspired by Carnival of the Animals for a dinosaur.	Perform to rest of class.
	Pupils should be taught to: ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes ♣ play tuned and untuned instruments musically ♣ listen with concentration and understanding to a range of high-quality live and recorded music ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music					
Whole Class Reading	Mary Anning: Little People Big Dreams		A Girl and the Dinosaur by		Iggy Peck Architect by	
	<ul style="list-style-type: none"> - Retrieval - Sequence - Summarise 		<ul style="list-style-type: none"> - Vocabulary - Inference - Prediction 		<ul style="list-style-type: none"> - Explanation - Prediction - Summarise 	
	Pupils should be taught to: ♣ develop pleasure in reading, motivation to read, vocabulary and understanding by: ♣ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ♣ discussing the sequence of events in books and how items of information are related ♣ 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 ♣ recognising simple recurring literary language in stories and poetry ♣ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ♣ discussing their favourite words and phrases ♣ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation					

	to make the meaning clear ♣ understand both the books that they can already read accurately and fluently and those that they listen to by: ♣ drawing on what they already know or on background information and vocabulary provided by the teacher ♣ checking that the text makes sense to them as they read and correcting inaccurate reading ♣ making inferences on the basis of what is being said and done ♣ answering and asking questions ♣ predicting what might happen on the basis of what has been read so far ♣ participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say ♣ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.					
Word Aware Vocab	Inquiry – palaeontology PE - balance	WCR - curiosities History - timeline	Writing – features History - era	Art –landscape Writing - caption	Writing – apostrophe Science - investigation	Maths – statistics PHSE – safe
PE	Real PE Gymnastics Cog: Cognitive Swimming	Real PE Gymnastics Cog: Cognitive Swimming	Real PE Gymnastics Cog: Cognitive Swimming	Real PE Gymnastics Cog: Cognitive Swimming	Real PE Gymnastics Cog: Cognitive Swimming	Real PE Gymnastics Cog: Cognitive Swimming
Other				Chinese New Year (22 nd Jan-5 th Feb)	Internet Safety Week Time to Talk Day	Children’s Mental Health Week