

Science - Year 2 Plant Growth

Revise plant structure.

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 (*and how changing these affects the plant*).

Plants are living and eventually die.

Describe the importance for humans of eating the right amounts of different types of food.

Why did God create different habitats and plants? How does God's detail in plants and nature show his love for us?

English

Animal Adventure Stories

Story options: The Owl who was afraid of the dark, Wind in the Willows or Mudpuddle Farm Adventures.

Use subordination for time, e.g. *when, while, as, before, after*.

Use subordination for reason, e.g. *because, if, unless*.

Use the suffix *-ly* to turn adjectives into adverbs e.g. *slowly, gently, carefully*.

Select, generate and effectively use adjectives.

Plan and discuss what to write about, e.g. *story mapping, collecting new vocabulary, key words and ideas*.

Use specific text type features to write for a range of audiences and purposes e.g. entertain.

Write about fictional events.

Evaluate their writing with adults and peers. Proofread to check for errors in spelling, grammar and punctuation.

Recount - Letters

Use apostrophes for contracted forms, e.g. *don't, can't, wouldn't, you're, I'll*.

Use past tense for recounts.

Select, generate and effectively use nouns. Add suffixes *-ness* and *-er* to create nouns, e.g. *happiness, sadness, teacher, baker*.

Plan and discuss what to write about, e.g. *story mapping, collecting new vocabulary, key words and ideas*.

Use specific text type features to write for a range of audiences and purposes.

Write about real and fictional events.

Evaluate their writing with adults and peers.

Read loud their writing with intonation to make the meaning clear.

Poetry – Classic Poems

Use sentences with different forms: statement; question; command; exclamation.

Select, generate and effectively use adjectives.

Select, generate and effectively use verbs.

Plan and discuss what to write about, e.g. *story mapping, collecting new vocabulary, key words and ideas*.

Write simple poems based on models.

Evaluate their writing with adults and peers.

Read aloud their writing with intonation to make the meaning clear.

Music

Charanga – Your Imagination

Listening and appraising music. Responding to music.

Can you find the rhythms God created in nature? MC

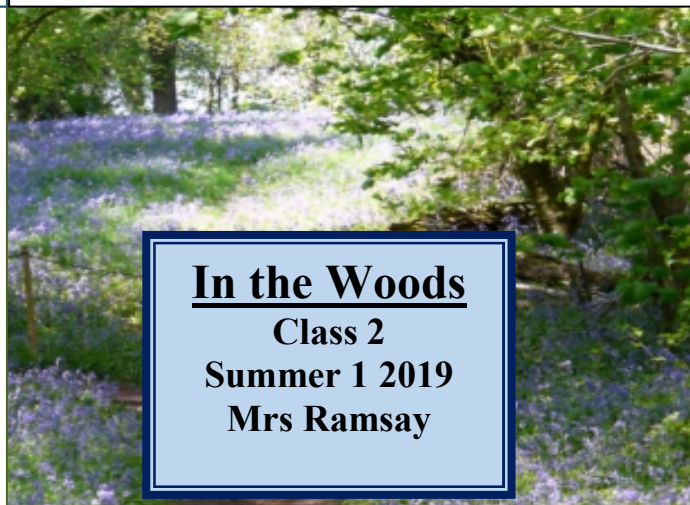
Religious Education

Unit 2.5 Why is the Church special?

Exploring the physical features of the buildings and what it means to be part of a church.

NCF Places of Worship (Mosque/Synagogue)

Why is Easter important to people around the world? MC



Geography

Locational Knowledge

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Use basic geographical vocabulary to refer to key **physical** features.

Mapping

Use a range of maps and globes (including picture maps) at different scales.

Know that maps give information about places in the world (where/what?).

Recognise simple features on maps e.g. buildings, roads and fields.

Recognise that maps need titles.

Recognise landmarks and basic human features on aerial photos.

Use and construct basic symbols in a map key (*weather symbols*).

Know that symbols mean something on maps. Begin to realise why maps need a key.

What map/routes does God provide for us to follow?

PE – Games & Athletics Lancashire PE S.O.W

Athletics (Colour Match)

Games Striking and Fielding Core Task (Year 2 SF)

Art – Observational Drawing

Record and explore ideas from first hand observations.

Explore the work of Monet – Waterlilies.

Experiment with a variety of media; pencils, rubbers, crayons, pastels, charcoal, ballpoints, chalk.

Control the types of marks made with the range of media.

Name, match and draw lines/marks from observations.

Invent new lines.

Draw on different surfaces/scales with a range of media.

Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.

Can you spot light and dark in God's creation?

Computing – Multimedia – Images & Photos

Create a sequence of images to form a short animation.

Change the content of a project for a specific audience.

Understand that animation is a sequence of still images. Know how to take images appropriately and responsibly.

Understand how the mood of a piece can easily be changed through use of text, graphics and sound.

Begin to understand that images, sounds and text can be subject to copyright.

Start to understand that content needs to be changed according to the audience.

Understand the importance that files need to be organised and named appropriately and accurately.

Know what the term multimedia means.

Online Safety – 'ThinkUKnow' Lee & Kim

Mathematics

Number – number and place value

Recognise the place value of each digit in a two-digit number (tens, ones).

Compare and order numbers from 0 up to 100.

Statistics

Compare and sort objects, numbers and common 2-D and 3-D shapes and everyday objects.

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.

PSHE

Economic Wellbeing and Financial Capability

SEAL Unit