

**Book spine:** Lost in the Toy Museum, Croc and Bird Fairy Tales – Little Red Riding Hood, Jack & the Beanstalk,  
 Non-Chronological Report: UK/Madagascar  
 Information Text: Animals (based on zoo visit)  
 Poetry – Hey, Let’s Go!  
**Grammar:**  
 Commas for a list  
 Sentence types, nouns/verbs/adjectives/adverbs  
 Past and Present tense

**Living Things:** Explore and compare the differences between things that are living, dead, and things that have never been alive.  
 Describe the characteristics of living things.  
 Know that plants are living things.  
**Habitats:** Know how to respect living things in their environment.  
 Describe the changes that take place in vegetation and animal life in a habitat and a micro-habitat across the four seasons.  
 Use simple scientific vocabulary to describe their ideas and observations.  
 Identify and name a variety of plants and animals in their habitats, including micro-habitats.  
 Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.  
 Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other

**Number:** Count in 2, 3, 5, 10, place value 2-digit, compare and order using <=>, solve problems, read and write numbers to 100.  
**Addition and Subtraction:** Numbers up to 100, add 2-digit and 1-digit or 2-digit, add three 1-digit, inverse, commutative law. Solve problems.  
**Multiplication and Division:** Odd, even, 2, 3, 5, 10 tables, commutative law, problem solving.  
**Fractions:** Halves, thirds, quarters  
**Measures:** Length, mass, temperature, capacity, time to 5 minutes, hours in a day, minutes in an hour.  
**Geometry:** Patterns and sequences, position and direction, turns.  
**Statistics:** Interpret and construct pictograms, tally, block diagrams, tables

**P4C:** Should animals be kept in a zoo?  
 What makes a friend?  
 A Tadpole’s Promise  
**PSHE:** Keeping ourselves and others safe. A healthy lifestyle. Choices.  
**UNICEF: Article 24**  
**RE:** Creating Unity and Harmony, Participation and Willing to Lead Caring for Others, Animals and the Environment and Being Merciful and Forgiving  
**UNICEF: Articles 2,9,10,30**

**English**

**PSHE/RE/Philosophy for Children**

**PE**

**Science**

**Maths**

**Art & DT**

**Music**

**DT:** Plan, make, improve and evaluate an island using paper-mache or modroc.  
**Art:** Printing of animal skin patterns. Paint mixing, Madgascan sunset.  
**Art/DT -** Mother’s Day craft and Easter crafts

To start learning simple time rhythms aurally and improvise with these.  
 To distinguish long and short sounds and use these to make a pattern.

**Year 2 Spring 2018-2019**  
**Title: Islands**  
 Question: What Are Islands?  
 Final Product: Gallery of Islands.




*Achieving Excellence Inspiring Dreams*

**History & Geography**  
 (No history taught this term)

**Computing**

**Get Sports Active (external Provider)**  
**Gym: Rhythm** Develop body management through a range of floor exercises  
 Use core strength to link recognized gymnastics elements, e.g., back support and half twist  
 Attempt to use rhythm whilst performing a sequence  
**Invasion Games:** Attack To select and apply a small range of simple tactics  
 Recognise good quality in self and others  
 To work with others to build basic attacking play  
**Send and Return:** Be able to track the path of ball over a net and move towards it  
 Begin to hit and return a ball using a variety of hand and racquet with some consistency  
**Run, Jump Throw:** Can throw and handle a variety of objects including quoits, beanbags, balls, hoops  
 Can negotiate obstacles showing increased control of body and limbs.

**BgFL Create and Debug Simple Programmes**  
 Create and Debug Simple Programmes using scratch junior and JIT5 tools.  
**e-safety:**  
 Screen out the Mean (cyber bullying)  
**UNICEF Articles 8/16**

**Entry Point:** Classroom cinema – Madagascar (BBC)  
 Show chn map of British Isles. **Label 4 countries and oceans of the U.K.**  
 Creative mapping of the world – highlighting different islands.  
 Introduce them to physical and human features. Chn to **sort pictures** into 2 groups.  
 Using aerial photographs, to **recognise** and **label** landmarks and basic human and physical features of islands  
 Chn to compare life in the U.K and Madagascar. **Compare how UNICEF child rights may be different.**  
**Record likes and dislikes in a table**, expressing own opinions (P4C)  
**Letter** to Twycross Zoo before the trip.  
**Non-Chronological report** – information about a zoo animal  
**Exit point:** Gallery of different islands and Class Island for parents to come and view. Children to explain what they have done.