

## Year 2 Spring One Term Overview 2024

**Topic:** Homes and Habitats

**Key Text:** 'Meerkat Mail' by Emily Gravett. Film: Catch It - ESMA.

**Additional Text:** 'The Great Kapok Tree' by Lynne Cherry.

**Key Curriculum Drivers:** Science - Living things and their Habitats / Humanities - Comparing homes in different countries

**Trips:** 'Spirit of the Wild' (Visitors in School)

**Significant People:** Architects / Builders

### Key Dates

<u>Monday 8th Jan</u> Inset day	<u>Wed 17th &amp; Thurs 18th Jan</u> Spirit of the Wild	<u>Maths Curriculum Week</u>  <u>Monday 22nd Jan and Friday 26th Jan</u> Maths Assembly		<u>Tuesday 6th Feb</u> Safer Internet Day  <u>Thursday 8th Feb</u> Chinese New Year Assembly  <u>Friday 9th Feb</u> Animal dress up day
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### Homework

<u>Sent Out: 12th Jan</u>				<u>Due: 8th Feb</u>
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Subject	<b>Week 1</b> 8th Jan- 12th Jan	<b>Week 2</b> 15th Jan-19th Jan	<b>Week 3</b> 22nd Jan-26th Jan	<b>Week 4</b> 29th Jan-2nd Feb	<b>Week 5</b> 5th Feb-9th Feb
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<p>English/ Speaking and Listening/ Drama/ Writing</p>	<p><b><u>Catch it- Film</u></b></p> <p><b>Lesson 1: Film Review</b></p> <ul style="list-style-type: none"> <li>● I can respond to questions about a film, sharing my opinions</li> </ul> <p><b>Lesson 2: Drama (Freeze Frame)</b></p> <ul style="list-style-type: none"> <li>● I can share my ideas about a character's thoughts</li> </ul> <p><b>Lesson 3: Speech Bubbles</b></p> <ul style="list-style-type: none"> <li>● I can write sentences to record a speech bubble for a character</li> <li>● I can use punctuation that I have been taught, mostly correctly</li> </ul> <p><b>Lesson 4: Plan to retell the story "Catch it"</b></p> <p>I can plan a narrative by writing my ideas down</p>	<p><b><u>Catch it/ Spirit of the Wild/ Meerkat Mail</u></b></p> <p><b>Lesson 1: Retell the story of Catch it</b></p> <ul style="list-style-type: none"> <li>● I can write simple narratives, which make sense, using my own experiences</li> </ul> <p><b>Lesson 2: Spirit of the Wild Recount</b></p> <ul style="list-style-type: none"> <li>● I can write about real events, simply and clearly.</li> </ul> <p><b>Lesson 3: Sunny's Suitcase</b></p> <ul style="list-style-type: none"> <li>● I can make inferences based on what I know</li> <li>● I can use if/when/because to explain why</li> </ul>	<p><b><u>Meerkat Mail/The Great Kapok Tree</u></b></p> <p><b>Lesson 4: Postcard (Sunny's latest adventure)</b></p> <ul style="list-style-type: none"> <li>● I can write using the present/past tense consistently</li> </ul> <p><b>Lesson 1: Plan and research meerkat facts</b></p> <ul style="list-style-type: none"> <li>● I can collect ideas and words to plan an information text</li> <li>● I can plan by saying out loud what I am going to write about.</li> </ul> <p><b>Lesson 2: Writing a meerkat fact file</b></p> <ul style="list-style-type: none"> <li>● I can write to inform.</li> <li>● I can organise my ideas clearly</li> </ul> <p><b>Lesson 3: Review and edit</b></p> <ul style="list-style-type: none"> <li>● I can re-read to check my writing makes sense</li> <li>● I can proofread for spelling and punctuation mistakes</li> <li>● I can make simple corrections and additions</li> </ul>	<p><b><u>The Great Kapok Tree</u></b></p> <p><b>Lesson 1: WOW.</b></p> <p><b><u>The Great Kapok Tree by Lynne Cherry (youtube.com)</u></b></p> <p>Read the Great Kapok Tree and discuss the different reasons that animals want to save the Great Kapok Tree.</p> <p><b>Lesson 2: Speech bubbles writing in character</b></p> <ul style="list-style-type: none"> <li>● I can use some subordination (when/if/that/because) to join clauses</li> <li>● I use co-ordination (or/and/but) to join clauses.</li> </ul> <p><b>Lesson 3: Plan a letter to persuade the man not to cut down the tree.</b></p> <ul style="list-style-type: none"> <li>● I can plan a narrative by writing down ideas/saying aloud or writing sentences/ key words, including new vocabulary</li> </ul> <p><b>Lesson 4: Write a letter to persuade the man not to cut down the tree. (assessment piece)</b></p> <p>I can write simple narratives, which make sense, using my own or others experiences (real or fictional)</p>	<p><b><u>The Great Kapok Tree</u></b></p> <p><b>Lesson 1: Vocabulary building.</b></p> <ul style="list-style-type: none"> <li>● I can use adjectives</li> <li>● I can use expanded noun phrases</li> </ul> <p><b>Lesson 2-Setting description (assessment piece)</b></p> <ul style="list-style-type: none"> <li>● I can write simple narratives, which make sense, using my own or others' experiences (real or fictional)</li> <li>● I can use adjectives and expanded noun phrases to describe a setting.</li> <li>● I can use the present and past tenses <u>mostly</u> correctly and consistently</li> </ul> <p><b>Lesson 3- Retell story</b></p> <ul style="list-style-type: none"> <li>● I can remember the key moments in the story</li> </ul> <p><b>Lesson 4 Writing celebration</b></p> <p>Children select one piece of work that they are most proud of- e.g. setting description, part of retelling story.</p>
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<b>Writing Skills</b>	<p>To plan a narrative by writing down ideas/sentences/ key words, including new vocabulary</p> <p>To write simple narratives, which make sense, using my own or others experiences (real or fictional)</p> <p>To write about real events, simply and clearly</p> <p>To write for different purposes</p> <p>To use capital letters and full stops in <u>most</u> of my sentences</p> <p>To use question marks when needed</p> <p>To use my phonic knowledge effectively to spell</p> <p>To segment and blend spoken words and spell many correctly</p> <p>To spell <u>many</u> common exception words</p> <p>To write capital and lowercase letters of the correct size and orientation</p> <p>To use spacing between words which reflects the size of the letters</p> <p>To use the present and past tenses <u>mostly</u> correctly and consistently</p> <p>To use co-ordination (or/and/but) to join clauses</p> <p>To use some subordination (when/if/that/because) to join clauses</p>				
<b>English / Phonics</b>	<b>Phase 2- 5 Rapid catch up</b>	<b>Phase 2- 5 Rapid catch up</b>	<b>Phase 2- 5 Rapid catch up</b>	<b>Phase 2- 5 Rapid catch up</b>	<b>Phase 2- 5 Rapid catch up</b>
<b>SPaG</b>	Questions and Commands	Sentence Writing	Forming Adjectives using -ful and -less	Noun Phrases	Homophones
<b>English / Handwriting</b>	Teach handwriting Unit 8	Teach handwriting Unit 9	Teach handwriting Unit 10	Teach handwriting Unit 11	Teach handwriting Unit 12
<b>Maths</b>  <b>Money</b>  <b>Multiplication &amp; Division</b>	<b>Money</b> <ul style="list-style-type: none"> <li>Count money – pence</li> <li>Count money – pounds (notes and coins)</li> <li>Count money - pounds and pence</li> <li>Choose notes and coins</li> </ul>	<b>Money</b> <ul style="list-style-type: none"> <li>Make the same amount</li> <li>Compare amounts of money</li> <li>Calculate with money</li> <li>Make a pound</li> <li>Find change (practical)</li> </ul>	<b>Money/Multiplication &amp; Division</b> <ul style="list-style-type: none"> <li>Find change</li> <li>Two-step problems/ consolidation</li> <li>Money Assessment</li> <li>Recognise equal groups</li> </ul>	<b>Multiplication &amp; Division</b> <ul style="list-style-type: none"> <li>Make equal groups</li> <li>Add equal groups</li> <li>Introduce the multiplication symbol</li> <li>Multiplication sentences</li> <li>Use arrays</li> </ul>	<b>Multiplication &amp; Division</b> <ul style="list-style-type: none"> <li>Make equal groups - grouping</li> <li>Make equal groups - sharing</li> <li>The 2 times-table</li> <li>Divide by 2</li> <li>Doubling and Halving</li> </ul>

<b>Mastering Number</b>  <b>Week 11-15</b>	<b>Week 11</b> <ul style="list-style-type: none"> <li>Conceptually subitising including 'teens'</li> </ul>	<b>Week 12</b> <ul style="list-style-type: none"> <li>Composition of 11 to 19 as 'ten and a bit' and explore ways to represent this</li> </ul>	<b>Week 13</b> <ul style="list-style-type: none"> <li>Number bonds within 10, including identifying a missing 'part' and relating this to subtraction equations</li> </ul>	<b>Week 14</b> <ul style="list-style-type: none"> <li>Strategies for adding 1 and 2 to odd and even numbers to subtraction facts presented in different ways</li> </ul>	<b>Week 15</b> <ul style="list-style-type: none"> <li>Apply knowledge of the composition of 11–19 to calculations in which 10 is a part</li> </ul>
<b>PSHE</b>	To know what makes a good friend.	To know how to help my friends.  To understand how things change might make a person feel.  To use strategies to deal with changes.	To recognise when people are being unkind to me and others.  To know the difference between teasing and bullying (including online).  To know there are different types of teasing and bullying and that these are wrong and unacceptable.  To know why bullying is wrong and how to get help.	To understand the difference between saying sorry and being sorry.  To understand the consequences from anti-social and aggressive behaviours.	To identify some stereotypes in the community.
<b>RE</b>  <b>Unit Focus: Symbols</b>	Recall what a symbol is and why we use them.  Identify and name different symbols and explain why they hold a religious importance.  Identify different symbols that religions use.	Identify and name different symbols and explain why they hold a religious importance.  Understand the use of symbols in the stories.	<b>Maths Week</b>	Identify and name different symbols and explain why they hold a religious importance.  Understand the use of symbols in the stories.	Identify and explain how symbols are used.

<b>Geography</b>  <b>Big question:</b> <b>How do our homes differ?</b>	To recall knowledge about a world map.  To know the difference between a country and a continent.	To know the names of all the climate zones.  To begin to locate the climate zones on a world map.	To know the climate zones of Africa.  To understand how sources can help build a mental picture of climate zones.	To use different sources to discuss and describe physical and human features of Kenya/Nairobi.	To compare the physical and human geography of two cities.
<b>Science</b>  <b>Unit Focus:</b> <b>Living things and their Habitats</b>  Macro-habitats  <b>Big Questions -</b> <b>Why does it live there?</b>	<b><i>Why does it live there?</i></b> I can identify that most living things live in habitats to which they are suited.	<b>SPIRIT OF THE WILD WORKSHOP</b>  <b><i>How do animals and plants survive in the desert?</i></b>  I can identify that most living things live in habitats to which they are suited (desert).  <a href="#">Working scientifically</a> To research and identify adaptations that animals and plants have to help them survive in desert conditions.	<b><i>How do animals and plants survive in the rainforest?</i></b> I can identify that most living things live in habitats to which they are suited (Layers of the Rainforest).  <a href="#">Working scientifically</a> To research and identify adaptations that animals and plants have to help them survive in desert conditions.	<b><i>How do animals and plants survive in the rainforest?</i></b>  I can describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.	<b><i>What is a food chain?</i></b> I can describe how animals obtain their food from plants and other animals, using a simple food chain, and identify and name different sources of food.
<b>Art and Design</b>	Finishing Dragon Paintings from Autumn Two  To cut out an image and place it on a background to complete a composition.  To review their artwork and that of their peers and say what they think and feel about it.	To draw a model animal from observation, including from different viewpoints.  To add patterns and details to their drawings.	To explore monoprinting using their drawings in their sketchbooks as a starting point  To create a collage of an animal	To explore monoprinting using their drawings in their sketchbooks as a starting point  To create a collage of an animal	To explore adding colour to monoprints  To review their artwork and that of their peers and say what they think and feel about it.

<b>Computing</b>  <b>Unit Focus:</b> <b>Algorithms &amp; Debugging</b>	To decompose a game to predict the algorithms that are used.	To understand that computers can use algorithms to make predictions (machine learning).	To understand what abstraction is	To understand what debugging is	<b>SAFER INTERNET WEEK</b>  <b>Online Safety</b> To know how to stay safe online  To know how to tell a trusted adult if/when I am worried for myself or others, worried that something is, or feels unsafe, or if I come across something that scares or concerns me  To know that not everything seen online is true or trustworthy
<b>PE</b>  <b>Class Teachers:</b> <b>Sending and Receiving</b>  <b>APP:</b> <b>Invasion</b>	<u><b>Sending and Receiving</b></u> To develop rolling a ball towards a target and communicating with a partner.  <u><b>Invasion</b></u> To understand what being in possession means and support a teammate to do this.	<u><b>Sending and Receiving</b></u> To understand how to track and receive a rolling ball and make safe decisions when working around others.  <u><b>Invasion</b></u> To understand that scoring goals is an attacking skill and to explore ways to do this.	<u><b>Sending and Receiving</b></u> To develop sending and receiving a ball with their feet and to communicate effectively.  <u><b>Invasion</b></u> To understand that stopping goals is a defending skill and explore ways to do this.	<u><b>Sending and Receiving</b></u> To develop catching skills and throwing skills and to collaborate with a partner.  <u><b>Invasion</b></u> To explore how to gain possession.	<u><b>Sending and Receiving</b></u> To develop sending and receiving a ball using a racket.  <u><b>Invasion</b></u> To mark an opponent and understand that this is a defending skill.
<b>Music</b>  <b>Unit Focus:</b> <b>Composing music on Garage Band using Ipads</b>		Learn how to import loops in garage band	Learn how to create a song that has ABCD structure	Learn how to create contrast and edit your work	Play the song to the class and receive feedback

