**My City - My Country**

**Spring 2**

English

**This half term child will be looking**

Fiction: Seeds of Friendship by Michael Foreman- Story-setting description

Non-fiction: A story based in Bradford based on Invisable

For more details, see attached English Medium Term Plan.

**Objectives:**

Write simple, coherent narratives about personal experiences and those of others (real or fictional)

Write about real events, recording these simply and clearly

Demarcate most sentences in their writing with capital letters and full stops, and use  question marks correctly when required

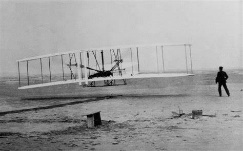
Use present and past tense mostly correctly and consistently

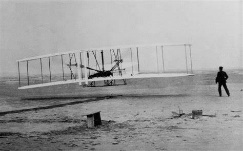
Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses

Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others

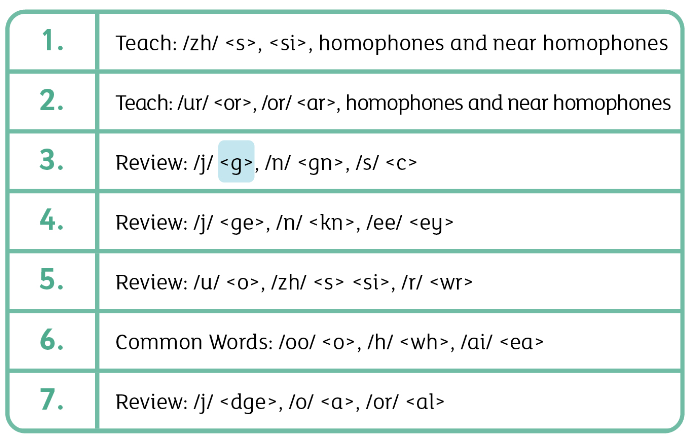
Use spacing between words that reflects the size of the letters

Demarcate sentences with exclamation marks, question marks and commas in lists





**Spellings**



Maths- Fractions, money and pictograms.

**Objectives:**

In Spring 2, children in year 2 will learn about fractions. The unit begins by making equal parts, focusing on making halves, quarters and thirds. Then pupils learn to name fractions of the same denominations. After this, pupils learn about equal fractions, primarily looking at halves and quarters. They then move on to comparing and ordering fractions and counting wholes and parts. Pupils learn to count in halves, quarters and thirds, finishing the unit by finding parts of a set and part of a quantity.

Pupils will be also reviewing concepts on writing and counting money in addition to extending their knowledge of how to represent money using £ and p. They will be reinforcing previous counting methods using fives and tens to count quickly and efficiently. They will be required to show equal amounts of money and how to exchange money. By the end of the unit, they will be using bar modelling to calculate the total amount of money spent and then working out how much change is required from amounts below £100.

Objectives:

-To be able to identify pounds (£) and pence (p) and their respective symbols

-To be able to count money in notes and use the symbol for pounds

-To be able to find different combinations of coins that equal the same amount of money

-To be able to recognise that fractions represent equal parts of a whole

-To be able to recognise, find, name and write ½ and ¼

-To be able to recognise, find, name and write thirds

-To be able to find half, quarter and third of a set

-To be able to read and interpret a picture graph with a scale of 1:1

**History: Francis**

This term, year 2 pupils will learn about the famous Francis Laidler in the context of our wonderful city Bradford. Children will find out why Mrs Laidler was so famous and why he was such an important person for the city and the country. Learning about Mrs Laidler and the Pantomime will highlight Bradford’s importance and allow children to be proud of the city they live in.

**National Curriculum:**

To understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

To look at events beyond living memory that are significant nationally or globally.

To look at the lives of significant individuals in the past who have contributed to national and international achievement and to use these to compare

aspects of life in different periods.

**Skills:**

Sequence photographs etc. from different periods of their life

Describe memories of key events in lives

Recognise why people did things, why events happened and what happened as a result

Compare pictures or photographs of people or events in the past

Discuss reliability of photos/ accounts/stories

Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.

Communicate their knowledgethrough:

Discussion….

Drawing pictures…

Drama/role play..

Making models…..

Writing..

Using ICT…

Geography – This term pupils will be learning about UK and the surrounding seas. Children will locate 4 UK countries on the map and learn about their physical and human features.

**National Curriculum**

**Locational knowledge**

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

**Human and physical geography**

To use basic geographical vocabulary to refer to:

Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

**Geographical skills and fieldwork**

To use world maps, atlases and globes to identify the United Kingdom and its countries

To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

**Human and physical geography**

**Skills**

Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)

Begin to understand the need for a key.

Use class agreed symbols to make a simple key.

Follow a route on a map.

Use a plan view.

Use an infant atlas to locate places.

Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)

Locate and name on UK map major features e.g. London, River Thames, home location, seas

Investigate their surroundings.

Look at objects to make a plan view map.

Follow directions (as yr. 1 and Inc. MSEW)

**Science – Materials**

**National Curriculum:**

This half term, year 2 pupils will learn about materials and their properties. Children will have an opportunity to test materials to find out which ones are strong, stretchy, rough or soft.

**Materials**

Pupils should be taught to identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. They will find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

**Plants**

Pupils should be taught to observe and describe how seeds and bulbs grow into mature plants. They should find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

**Skills:**

**Materials**

To compare and group together a variety of everyday materials on the basis of their simple physical properties

To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

To describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

**Plants**

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**Art**

This term, Pupils in year 2 will learn a bout a local artist, children’s book illustrator, printmaker, and writer called Mick Manning. Children will learn about his life and study his work.

**National curriculum:**

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

To learn 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.

**Skills:**

Record and explore ideas from first hand observation, experience and imagination

Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.

Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.

Understand the basic use of a sketchbook and work out ideas for drawings.

Draw for a sustained period of time from the figure and real objects, including single and grouped objects.

Experiment with the visual elements; line, shape, pattern and colour.

Mix a range of secondary colours, shades and tones.

Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.

Name different types of paint and their properties.

Work on a range of scales e.g. large brush on large paper etc.

Mix and match colours using artefacts and objects

Name different types of paint and their properties.

Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings.

Design patterns of increasing complexity and repetition.

Print using a variety of materials, objects and techniques.

**PSHCE- Happy Minds- Appreciate**

**In this module children are going to be exploring what appreciate means, how we show it and who we appreciate.**

-To know what appreciate means

-To know which things, we appreciate every day

-To know what gratitude is

-To know that it is important to show gratitude

-To know why it is important to be grateful for experiences

**PSHCE- Story Project- Aliens Love Underpants**

To know the names of the different parts of the body (including external genitalia) and the differences between boys and girls.

To be able to tell why pants are private.

To be able to tell what type of physical contact is acceptable/ comfortable/ unacceptable/ uncomfortable and how to respond if I am uncomfortable.

To be able to tell what I can do if I feel unsafe in variety of situations.

To be able to tell the difference between secrets and nice surprises and the importance of not keeping any secret that makes me feel uncomfortable or afraid.

**PE- Basketball**

National Curriculum:

Basketball

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Participate in team games, developing simple tactics for attacking and defending.

**Skills:**

Basketball

Confident to send the ball to others in a range of ways.

Beginning to apply and combine a variety of skills (to a game situation).

Develops strong spatial awareness.

Beginning to develop own games with peers.

Understand the importance of rules in games.

Develop simple tactics and use them appropriately.

Beginning to develop an understanding of attacking and defending.

Physical Activity Lessons

Can comment on own and others performance.

Can give comments on how to improve performance.

Use appropriate vocabulary when giving feedback.

Can describe the effect exercise has on the body.

Can explain the importance of a healthy lifestyle.

RE-Christianity Easter - Resurrection

This term, children will be learning to re-tell the Easter story and understand what Jesus’ resurrection means for Christians. They will be thinking about How important is it to Christians that Jesus came back to life after his crucifixion.

**Objectives:**

-To recall parts of the Easter story.

-To talk about what I think happened to Jesus.

-To recall what Christians believe happened on Easter Sunday

-To start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion

- To talk about the Christian belief in Jesus’ resurrection and start to explain why this is so important to them.

**Computing-** Data handling -Pictograms

Pupils in year 2 will learn what a pictogram is and how collected data can help answer questions.

**National Curriculum:**

To recognise common uses of information technology beyond school.

To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

**Skills:**

**-** To sort and classify objects based on their properties.

- To create a simple pictogram

-To create a pictogram and to interpret the data it represents.

- To change the data independently in a pictogram and comment on the effects of the changes.