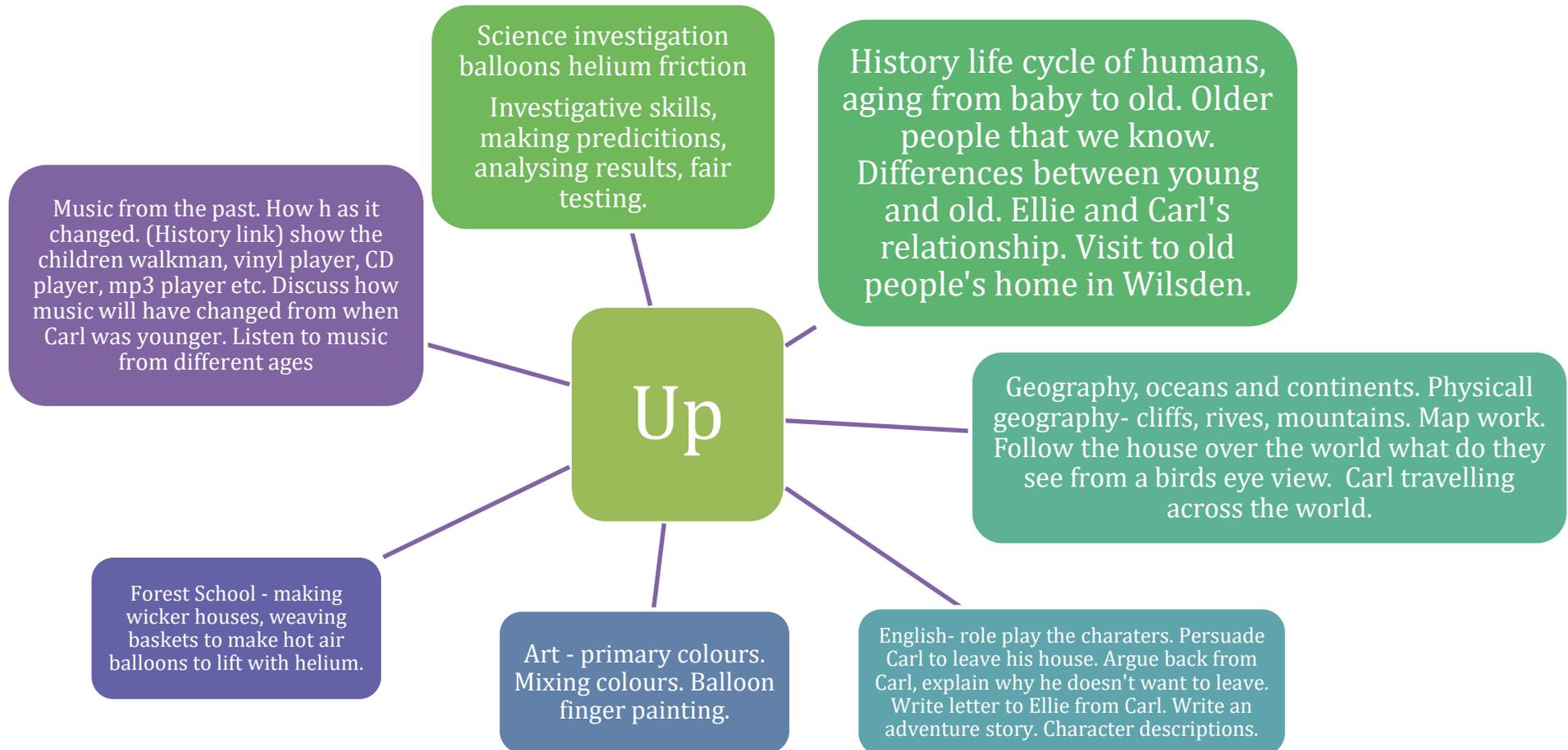


Topic planning



Year 2 Spring Term

Topic overview:



Subject	Objectives (if a subject is within your curriculum but an objective won't fit, put (D) in brackets)		Discrete?
Reading	<p>I know that breaking words into syllables helps fluent decoding.</p> <p>I know that other strategies can be used to read unfamiliar words.</p> <p>I recognise that a poem can tell a story.</p> <p>I find patterned or recurring literary language in poems and stories.</p>	<p>I know how to find information in a non-fiction book.</p> <p>I identify the purpose of a book or a text.</p> <p>I ask questions to clarify understanding.</p> <p>I can find the answers to retrieval questions about stories, poems or non-fiction texts.</p>	
Writing (GPS)	Reason for writing fiction- story.	<p>I spell longer words using suffixes such as ment, ness, ful, less, ly</p> <p>I plan and discuss the content of my writing.</p> <p>I evaluate my writing independently, with peers and with my teacher by making simple additions and corrections.</p> <p>I use expanded noun phrases to describe, expand and specify.</p> <p>I use subordination (using when, if, that or because).</p> <p>I use capital letters for the personal pronoun I and for most proper nouns.</p> <p>I use apostrophes for the most common contracted words</p> <p>I sometimes use apostrophes for singular possession.</p>	
Sp&L	<p>I decide when I need to use specific vocabulary.</p> <p>I take turns when talking in pairs or a small group.</p> <p>I am aware that formal and informal situations require different language (beginning).</p>		

	<p>I hold the attention of people I am speaking to by adapting the way I talk.</p> <p>I understand how to speak for different purposes and audiences (beginning).</p>		
Maths	<p>I write simple fractions and recognise the equivalence.</p> <p>I ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p> <p>I ask and answer questions about totalling and compare categorical data.</p>	<p>I compare and order volume/capacity and record the results using $>$, $<$ and $=$.</p> <p>I solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p> <p>I choose and use appropriate standard units to estimate and measure: length/height in any direction (m/cm); mass (kg/g) to the nearest appropriate unit, using rulers and scales.</p> <p>I order and arrange combinations of mathematical objects in patterns and sequences.</p>	
Science		<p>Working Scientifically – balloon experiments / gravity / air etc</p>	
History		<p>I explain how some people have helped us to have better lives.</p> <p>I find out things about the past by talking to an older person.</p> <p>I give examples of things that were different when my grandparents were children.</p>	
Geography		<p>I describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley.</p> <p>I use the directional vocabulary: near; far; left; right to explain where a location is</p>	
Art		<p>I mix paint to create all the secondary colours.</p> <p>I create brown with paint.</p>	

		I create tints with paint by adding white. I create tones with paint by adding black.	
DT		I think of an idea and plan what to do next. I choose tools and materials and explain why I have chosen them. I join materials and components in different ways. I explain what went well with my work. I explain why I have chosen specific textiles. I measure materials to use in a model or structure.	
Music		I listen out for particular things when listening to music. I sing and follow a melody.	
PE (D)	I change rhythm, speed, level and direction in my dance. I dance with control and coordination. I make a sequence by linking sections together. I use dance to show a mood or feeling. I copy and remember actions. I talk about what is different from what I did and what someone else did.	I use hitting, kicking and/or rolling in a game. (D) I decide the best space to be in during a game. (D) I use a tactic in a game. (D) I follow rules. (D)	
Computing (D)	I organise digital content. I retrieve and manipulate digital content. I can navigate the web to complete simple searches.		
RE	2.1 Talk or write about some key teachings in at least two religious and non-religious worldviews. 2.2 Talk or write about special places, days and objects in at least two religions in relation to the topics studied 2.3 Show understanding of the meaning of stories and symbols relating to the topics covered.	2.4 Recognise that others' identity and experiences are important to them. 2.5 Recognise that some 'deep' questions are about meaning and purpose. 2.6 Recognise and respond to examples of others' values, attitudes and commitments and share their own.	x
PSHCE	Music and how it can represent emotions.	R3. the difference between secrets and nice surprises (that everyone will find out about	x

	<p>R10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> <p>R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p>	<p>eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <p>R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p>R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p>	
Forest area			