

Year 2: Spring 1 Overview

LVC: Ernest Shackleton LV: Resilient

	Week 1 WC 3 rd Jan (2 days)	Week 2 WC 8 th Jan	Week 3 WC 15 th Jan	Week 4 WC 22 nd Jan	Week 5 WC 29 th Jan	Week 6 WC 5 th Feb	Week 7 WC 12 th Feb
Maths	Money: coins, notes, amounts, making same amount in different ways, change.		Multiplication and Division: Equal groups, Multiplication with arrays, Doubling, 2 x tables, 5 x tables, 10 x tables, Equal groups – sharing/grouping, Division, Odd and Even				
	<ul style="list-style-type: none"> recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find different combinations of coins that equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change 		<ul style="list-style-type: none"> recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context. 				
Science		Materials	Materials	Materials	Materials	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 ♣ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching					
ICT	Create avatars (rclick to save or snipping tool screen grabber to copy and save image) Realistic Person: http://doppelme.com/		Wimpy kid: http://www.wimpyours-elf.com/ Face: http://photos-share.com/	Marvel: https://www.marvelhq.com/create-your-own-super-hero Don't believe everything you read! (let them believe it's true!)	Questionnaire Tree Octopus http://zapatopi.net/treeoctopus/ Create (and upload) content for class "fake website"	Create (and upload) content for class "fake website" Online Safety Safety week activities	Create (and upload) content for class "fake website" Online Safety Safety week activities
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Phonics		/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer busy beautiful pretty hour	/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large move improve parents shoe	/sh/ ti ssi si ci potion mission mansion delicious	or/ augh our oar ore daughter pour oar more review	Review	Assessment Yellow
Writing <i>Think Pink always</i>	New Years Resolutions	Genre: Newspaper Report Look at Newspapers. Highlight key features. Label features on a WAGOLL Look at topic sentence to draw audience in. Purpose: Pupils are reporters with a deadline for Friday and need to report in a newspaper what they have discovered.	Key teaching: Sentence structure Non-fiction features Children to write Headline, subheading, and topic sentence. Thursday: Children to write. Friday – editing lesson. <i>Marking: Next Steps</i>	Genre: Letter Writing Look at letter from message in a bottle as a WAGOLL. What do we think key features are? Key Teaching: Features of letter writing Writing in first person Questions Description	Thursday: Children write letter in response to job ad to be crew onboard Endurance. Friday: Children to edit writing using Purple Pens. Purpose: Children writing to be part of the crew onboard Endurance before it sets sail. <i>Marking: Self Assessment Grid</i>	Genre: Story Writing As part of our inquiry we will have immersed ourselves into the journey Shackleton to Antarctica on the Endurance. Key Teaching: Features of a story – beginning, middle, end. Character Profiles Setting 5 W's (recap)	Thursday: Children to write their story. Friday: Edit in purple pen. Purpose: pupils to understand structure of a story. Opportunity for creative writing. To use inspiration from Ernest Shackleton in story. <i>Marking: 2* and a Wish</i>
Pupils should be taught to: ♣ develop positive attitudes towards and stamina for writing by: ♣ writing narratives about personal experiences and those of others (real and fictional) ♣ writing about real events ♣ writing for different purposes Consider what they are going to write before beginning by: ♣ planning or saying out loud what they are going to write about ♣ writing down ideas and/or key words, including new vocabulary ♣ encapsulating what they want to say, sentence by sentence ♣ make simple additions, revisions and corrections to their own writing by: ♣ evaluating their writing with the teacher and other pupils ♣ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ♣							

	proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] ♣ read aloud what they have written with appropriate intonation to make the meaning clear.						
Grammar and Punctuation Focus		Revisit Noun phrases for description (commas)	Exclamation Marks.	First person			
SPAG		Commas	Exclamation Marks	Apostrophes – contraction	Apostrophes – possession	Plurals	Noun Phrases – M&S Ad Writing
Spellings	because, could, should, would, want, when, children, school, there, their						
	Spelling (see English Appendix 1) Pupils should be taught to: ♣ spell by: ♣ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ♣ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones ♣ learning to spell common exception words ♣ learning to spell more words with contracted forms ♣ learning the possessive apostrophe (singular) [for example, the girl's book] ♣ distinguishing between homophones and near-homophones ♣ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly English – key stages 1 and 2 20 Statutory requirements ♣ apply spelling rules and guidance, as listed in English Appendix 1 ♣ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.						
Reading 2 x WCR 2 x GR 1 x Comp	2 x	2 x	2 x	2 x	2 x	2 x	2 x
	2 x Guided Reading	2 x Guided Reading	2 x Guided Reading	2 x Guided Reading	2 x Guided Reading	2 x Guided Reading	2 x Guided Reading
	Learn about the original Author Focus on Vocabulary Victor/Rex Retriever	Inference Iggy and Predicting Pip	Inference Iggy and Predicting Pip	Sequencing Suki Book review	Learn about the Original Author Focus on Vocabulary Victor/Rex Retriever	Inference Iggy and Predicting Pip	Sequencing Suki Book Review
Mixed ability reading partners / Guided Reading / Chapter Book:							
Pupils should be taught to: ♣ develop pleasure in reading, motivation to read, vocabulary and understanding by: ♣ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ♣ discussing the sequence of events in books and how items of information are related ♣ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales ♣ being introduced to non-fiction books that are structured in different ways ♣ recognising simple recurring literary language in stories and poetry ♣ discussing and clarifying the meanings of words, linking new meanings to known vocabulary ♣ discussing their favourite words and phrases ♣ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear ♣ understand both the books that they can already read accurately and fluently and those that they listen to by: ♣ drawing on what they already know or on background information and vocabulary provided by the teacher ♣ checking that the text makes sense to them as they read and correcting inaccurate reading ♣ making inferences on the basis of what is being said and done ♣ answering and asking questions ♣ predicting what might happen on the basis of what has been read so far ♣ participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say ♣ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.							

<p>Drama/Inquiry</p>		<p>Session 1: Look at a picture of Antarctica. Where might this be? What do we already know – physical features, plants and animals – post it notes and create list. How would you travel to this sort of environment? Who would like to travel there? Introduce Ernest Shackleton. Front load some basic information about Shackleton. – an explorer who wanted to find out more about uncharted places around the world. If you were to meet Shackleton what questions would you like to ask him? Children write their questions.</p>	<p>Session 2: Adult in role – children ask their questions. What have we found out? Post it notes.</p>	<p>Session 3: A new expedition to the South Pole is being planned in honour of Shackleton. We have been commissioned to help plan this expedition and to take part if we have the qualities necessary. Our first job is to design a new ship. Drama – collective drawing</p>	<p>Session 4. Response to job advert What jobs were there on the endurance? and what jobs would be necessary today as part of a new expedition team? Shackleton’s 5 qualities listed as necessary to be a successful polar explorer: Optimism Patience Physical endurance Idealism Courage Children discuss the job that would most suit them and why.</p>	<p>Session 5: Plan the route for the new expedition. Starting point/end point – Shackleton was only 112 miles from the pole on his expedition in 1908 could we try and get closer? Should we visit Elephant Island and his burial place in South Georgia? Where would base camp be? What equipment would we use? Sledges/dogs/skies /motor skies?</p>	<p>Session 6: Turn the classroom into new ship using classroom resources – create 3D image of ship Chronology - act out a day in the life on board of our new ship on its way to the South Pole. Children in role – taking on their chosen job Before session children generated ideas and scenarios for their adventures to the South Pole. Incorporate these into drama session. Is the exploration successful? What hazards do they need to overcome?</p>
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History/ Geography		Front Loading about Ernest Shackleton. Small Class Timeline	Local person of significance. Locating Antarctica – and Elephant Island	Life on board Endurance in 1914	Plotting Shackleton’s route to Antarctica on world map (recapping continents)		
		<ul style="list-style-type: none"> changes within living memory – where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality 					
Art		Expressive painting and colour mixing	Van Gogh and Cezanne	Mark Making with Acrylic -	Snowy scene in Antarctica		
		Pupils should be taught: ♣ 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 ♣ 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					
PSHE & RHE			Safe relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour PoS Refs: R11, R12, R14, R18, R19, R20			Media literacy and Digital resilience The internet in everyday life; online content and information PoS Refs: L8, L	
RE			Religious Stories Islam – Crying Camel	Sikh Stories – The Milk and the Jasmine Flower	Sikh Stories – Duni Chand and the Silver Needle.		

Music		Singing Assembly	Ocarinas – learning to play instrument. Singing Assembly	Singing Assembly	Ocarinas – learning to play instrument. Singing Assembly	Singing Assembly	Ocarinas – learning to play instrument. Singing Assembly
	Pupils should be taught to: ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes ♣ play tuned and untuned instruments musically ♣ listen with concentration and understanding to a range of high-quality live and recorded music ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music						
Word Aware Vocab	- Resilient -	- Endurance - Amount	- Antarctica - Equal	- Array - Abstract	- Share - Opaque	- Squashing - stretching	- team
PE	Jasmine PE: Gymnastics / Dance Swimming	Jasmine PE: Gymnastics / Dance Swimming	Jasmine PE: Gymnastics / Dance Swimming	Jasmine PE: Gymnastics / Dance Swimming	Jasmine PE: Gymnastics / Dance Swimming	Jasmine PE: Gymnastics / Dance Swimming	Jasmine PE: Gymnastics / Dance Swimming
Other						Internet Safety Week	Shrove Tuesday