

Year 2: Spring 1 Overview

LVC: Zaha Hadid LV: Creative

	Week 1 WC 26 th Feb	Week 2 WC 4 th March	Week 3 WC 11 th March	Week 4 WC 18 th March	Week 5 WC 25 th March (3 days)
Maths	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		Length and Height: cm and metres.	Mass, Capacity, and temperature: Reading scales, looking at ml/l/g/kg/degrees C.	
	<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 (×), division (÷) and equals (=) signs ♣ show that multiplication of two numbers can be done in any order (commutative) and division of one 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 contexts 		<ul style="list-style-type: none"> - choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels - compare and order lengths, mass, volume/capacity and record the results using >, < and = 		
Science	Plants – revisit of structure, Y1 learning.	Plants – look at structure. New vocab	Plants – what plants need to survive. Plant potatoes and ...?	Plants – look after/monitor	Plants – look after/monitor
	<ul style="list-style-type: none"> - observe and describe how seeds and bulbs grow into mature plants. - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. - Pupils should be introduced to the requirements of plants for germination, growth, and survival, as well as to the processes of reproduction and growth in plants. Note: Seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them. Pupils might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy 				
ICT	Beebots 1 – Recap Beebots – use direction cards to write algorithm from challenge cards, debug errors	Beebots 2 – Beebots – use direction cards to write algorithms for shapes/letters set my peers, debug errors	Beebots 3 – Beebots – use direction cards to write algorithms for shapes/letters, debug errors – find alternate ways – backwards	Code.org Hour of Code https://studio.code.org/ (certificate)	
	<ul style="list-style-type: none"> ♣ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ♣ create and debug simple programs. ♣ use logical reasoning to predict the behaviour of simple programs 				

Phonics Little Wandle Bridge to Spelling.	Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?	Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?	When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?	Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?	Bridge to Spelling Assessment: whole class. Results put on spreadsheet, close gaps.
Writing	<p>Genre: Comic Strip – biography of Zaha Hadid.</p> <p>Look at different comics.</p> <p>Highlight key features. Label features on a WAGOLL</p> <p>Look at topic sentence to draw audience in.</p> <p>Purpose: Pupils are to make a comic strip about the life of Zaha Hadid. Aim to share with EYFS.</p> <p>Key teaching:</p> <ul style="list-style-type: none"> - writing narratives about personal experiences and those of others (real and fictional) - features of a comic strip - introducing speech - writing down ideas and/or key words, including new vocabulary - planning or saying out loud what they are going to write about - demarcating capital letters and full stops. 	<p>Thursday: Children to write.</p> <p>Friday – editing lesson.</p> <p>Key teaching:</p> <ul style="list-style-type: none"> - 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] 	<p>Genre: Instructions -booklet on how to look after plants.</p> <p>Children to write information/instruction booklet about how to look after plants.</p> <p>What do we think key features are? Revisit instruction and non-fiction writing.</p> <p>Key teaching:</p> <ul style="list-style-type: none"> - Features of instructions/ non-fiction text. - Imperative verbs - writing for different purposes - writing down ideas and/or key words, including new vocabulary - planning or saying out loud what they are going to write about - demarcating capital letters and full stops. 	<p>Thursday: Children write booklet.</p> <p>Friday: Children to edit writing using Purple Pens.</p> <p>Purpose: Children writing information booklet to share at home with sunflower seed?</p> <p>Key teaching:</p> <ul style="list-style-type: none"> - 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] 	<p>Genre: Acrostic Easter Poetry</p> <p>Purpose: To write an easter poem that can be put on the back of a card.</p> <p>Key teaching:</p> <ul style="list-style-type: none"> - Demarcate sentences with capital letters and full stops - Write for different purposes. - Re-reading to check it makes sense and make simple additions.
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	Full Stops	Full Stops	Imperative Verbs	Imperative Verbs	
	Tricky Words	Tricky Words	Time conjunctions	Time conjunctions	
	Capital Letters	Capital Letters			
		Speech			
SPAG	Subordination conjunctions	Coordinating conjunctions	Adverbs adding -ly	Suffixes: ful, ness, less, er, est	
Spellings	when, they, was, saw, again, every, many, hour, fast, beautiful				
	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 Brick Focus on grammar.	2 x Brick	2 x Brick	2 x Iggy Peck Architect	2 x Iggy Peck Architect
	2 x Guided Reading	2 x Guided Reading	2 x Guided Reading	2 x Guided Reading	2 x Guided Reading
3 Guided Reads over 2 weeks	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
	Mixed ability reading partners / Guided Reading / Chapter Book: Roald Dahl book to compare to Charlie and the Chocolate Factory in Summer 1.				
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.				
Inquiry	<p>Introduce Zaha Hadid through Oracy Starter. Children to look at image of building and discuss if they like it or not and build upon each other's ideas.</p> <p>Read Little People Big Dreams book about Zaha Hadid.</p>	<p>No Pens Day: A day to focus on how collaborating can help to aid creativity. Children to build their listening and communication skills through challenges and design work.</p>	Children to create a building in the style of Zaha Hadid's Maquettes.		
History/ Geography		UK Countries	UK Capital Cities		
		- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas			
Art/DT	<p>Art architecture project: Looking at architecture around the world. Use continuous line drawing with handwriting pen to draw different buildings.</p>	<p>Art architecture project: Learning more about Zaha Hadid. VR Exhibition walkthrough</p>	<p>Art architecture project: Make using a range of resources. Children to be creative in the style of Zaha Hadid Maquettes.</p>		
	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	Pants lesson	<p>RSE Solution Lesson 5 Pupils can judge what kind of physical contact is acceptable, comfortable, and uncomfortable, and how to respond.</p>		<p>RSE Solution Lesson 6 Pupils know the difference between secrets and surprises and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid</p>	
RE		Ramadan			Easter

Music	Ocarinas – learning to play instrument.	Singing Assembly	Ocarinas – learning to play instrument.	Singing Assembly	Ocarinas – learning to play instrument.
	Singing Assembly		Singing Assembly		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	- Architect - Creative	- Onomatopoeia - Action	- Centimetres - coast	- millilitres - germination	- degrees Celsius - conditions
Oracy	Challenger Explore circle discussions	Challenger: working collaboratively. No Pens Day Explore circle discussions	Probe: Focus on asking questions, wanting to find out more.	Probe: Focus on asking questions wanting to find out more.	Probe: Focus on asking questions wanting to find out more.
	Big Question Assembly / Expert of the Week / English Starters				
PE	Jasmine PE: Unit 2: Social Jumping and landing Swimming	Jasmine PE: Unit 2: Social Jumping and landing Swimming	Jasmine PE: Unit 2: Social Jumping and landing Swimming	Jasmine PE: Unit 2: Social Jumping and landing Swimming	Jasmine PE: Unit 2: Social Jumping and landing Swimming
Other		Ramadan begins 10 th March	Science Week Show and Share		