

Spring Term

Year 2



Creative Curriculum

Arden Primary School

Subject	Spring First Half Term	Spring Second Half Term
TOPIC THEME	POP-IT	ALL CREATURES GREAT AND SMALL
<p>Literacy</p>	<p><u>This half term the children will:</u> <u>Reading and Writing</u> <u>Class Books:</u> * Range of guided reading books on traditional stories. * Traditional story pop-up books * Youtube traditional stories. * Matilda by Roald Dahl * The Finger Eater by Anne Fine</p> <p>*Examine characters from the story or clips shown and discuss their appearance and personality. *Further develop writing skills through character descriptions *A focus on using adjectives and powerful verbs and adverbs to describe the character. *Adapt a traditional story to create a new version. * Compare two versions of a story</p> <p><u>Speaking and listening</u> * Perform and re-tell a traditional story. * We will be using drama techniques in class to act in role of the character seen and perform to our peers.</p> <p><u>Grammar</u> Recounts: Subordination (using when, if, that, because) and co-ordination (using or, and, but) Causal connectives - so that, as a result, as a consequence, resulting in, consequently. Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] Correct choice and consistent use of present tense and past tense throughout writing Character descriptions: How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or</p>	<p><u>This half term the children will:</u> <u>Reading and Writing</u> <u>Class Books:</u> * Heinemann encyclopaedia to obtain information about animals. * Youtube information videos about animals. * Examples of non chronological reports. * Georges Marvellous Medicine - Roald Dahl * Mr Wolf's Pancakes</p> <p><u>Speaking and listening</u> Character Description: Georges Marvellous Medicine - Court Room Drama</p> <p>Mr Wolf's Pancakes * Teacher read story as well as use of Youtube video. * Questioning related to inference and understanding of the text.</p> <p><u>Grammar</u> Recounts: Subordination (using when, if, that, because) and co-ordination (using or, and, but) Causal connectives - so that, as a result, as a consequence, resulting in, consequently. Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Character descriptions: How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] Commas to separate items in a list</p>

	<p>command</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p>Commas to separate items in a list</p> <p><u>Spelling</u></p> <p>Phase 6</p> <p>Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]</p> <p>Formation of adjectives using suffixes such as -ful, -less</p> <p>Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs</p> <p><u>Handwriting</u></p> <p>Continue to model joined handwriting and ensure letters are of a consistent size and orientation.</p>	<p>noun, noun phrase</p> <p>statement, question, exclamation, command, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>comma</p> <p><u>Spelling</u></p> <p>Phase 6</p> <p>Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]</p> <p>Formation of adjectives using suffixes such as -ful, -less</p> <p>Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs</p> <p><u>Handwriting</u></p> <p>Continue to model joined handwriting and ensure letters are of a consistent size and orientation.</p>
Numeracy	<p>Number and place value - ordering numbers, addition and subtraction including finding the difference. Money - finding change from 10p, 20p, £10 and £20. Properties of 2D and 3D shapes. Rounding numbers to 10. Number club and tables by heart.</p>	<p>Number and place value -doubles and halves to 15. Odd and Even numbers. Counting in 2, 5 and 10. Finding halves, thirds and quarters of shapes. Time - analogue and digital. Pictogram and block graphs. Relationship between multiplication and division. Number club and tables by heart.</p>
Science	<p><u>Plants</u></p> <p>The children will be observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb. They will then observe similar plants at different stages of growth and set up a comparative test to show that plants need light and water to stay healthy.</p>	<p><u>Habitats</u></p> <p>The children will be exploring the differences between things that are living and dead. They will also learn that living things have habitats to which they are suited. By the end of the topic the children will be expected to be able to name a variety of plants and animals and discuss their habitats.</p>
Computing	<p><u>We are Logical thinkers.</u></p> <p>Continuing with or online programming course. The children will make things move at the touch of a button and learn to make things disappear</p>	<p><u>We are text editors.</u></p> <p>Using word banks to generate sentences the children will learn to add text and take away text to make their own writing. Also adding pictures to text.</p>
Topic (Arts and the Humanities)	<p><u>Pop Up</u></p> <p>Explore different pop-up books. Plan and create own pop up book.</p>	<p><u>All Creatures Great and Small</u></p> <p>Make animal models from different materials. Understand that animals come in different sizes and live in different places.</p> <p>Music:</p> <ul style="list-style-type: none"> • Add tuned and percussion sounds to a class poem for dramatic effect. <p>Discuss appropriate instruments that could be used for representing different creatures.</p>
P.E.	<p><u>Dance and Team Challenge</u></p> <p>In dance children will start to use a range of dynamics such as speed levels</p>	<p><u>Gymnastics Apparatus and Multi Sports</u></p> <p>Multi sports will allow pupils to develop</p>

	<p>and directions. They will aim to use these in creating dance which they can remember and repeat.</p> <p>Team challenge will help pupils to develop team work and co-operation and give them the chance to feedback on their own and other performances</p>	<p>passing and receiving skills in a wide range of sports.</p> <p>Gymnastics will enable children to work on large apparatus creating, remembering and performing sequences with quality and control.</p>
R.E.	<p>Dispositions: Creating Unity and Harmony. Children will begin to see beyond stereotypes and begin to understand common humanity. They will learn that one of the most important principles of Christianity is to love others, no matter who they are.</p> <p>Disposition: Participating and Willing to Lead. Children will explore the Christian concept that each individual has a particular role within the church and that each is essential. Children will explore the strong messages which are learnt during Hajj which are important to get on with each other.</p>	<p>Dispositions: Caring for Others, Animals and the Environment. Children will learn to explicitly appreciate the world around them. They will explore the options when worrying thoughts about our own vulnerability arise.</p> <p>Disposition: Being Merciful and Forgiving. Children will explore and define the concepts of mercy and forgiveness. They will explore the nature of God's mercy and forgiveness and think about the application to our lives. Children will explore the responsibility of those who are forgiven to be forgiving.</p>
PSHEE and Citizenship	<p>Children will be taught;</p> <ul style="list-style-type: none"> • about change and loss and the associated feelings (including moving home, losing toys, pets or friends) • to recognise what is fair and unfair, kind and unkind, what is right and wrong • to identify their special people (family, friends, carers), what makes them special and how special people should care for one another • to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable • strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help • that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) • that money comes from different sources and can be used for different purposes, including the concepts of spending and saving • MOTHERS DAY 	