



CLASS HALF TERM OVERVIEW OF PLANNING
Year 2 - Sycamore Class
Spring 1

| | Objective 1 | Objective 2 | Objective 3 | Objective 4 | Objective 5 | Objective 6 |
|--|--|---|--|---|--|--|
| RE 1:6 – Who is Muslim and how do they live? Part 2 | Who was the prophet Muhammed and why is he important to Muslims? The 5 pillars of Islam and mount Hira. | What difference does worshipping God make to Muslims? Prayer focus. | What difference does worshipping God make to Muslims? Worship, washing and prayer mats. | What difference does worshipping God make to Muslims? The Qur'an. | What difference does worshipping God make to Muslims? Fasting and giving. | Big questions, evaluation and Windows, Mirrors, Doors Assessment. |
| PSHE Keeping Myself Safe | Harold's Picnic Understand that medicines can sometimes make people feel better when they're ill; Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; Explain simple issues of safety and responsibility about medicines and their use. | How safe would you feel? Identify situations in which children might feel safe or unsafe. Suggest actions for dealing with unsafe situations including who they could ask for help. What should Harold say? Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. | I don't like that... Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation. Identify the types of touch they like and do not like; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. | Fun or not? Recognise that some touches are not fun and can hurt or be upsetting; Know that they can ask someone to stop touching them; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. | Should I tell? Identify safe secrets (including surprises) and unsafe secrets; recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. | Some secrets should never be kept. Identify how inappropriate touch can make someone feel; Understand that there are unsafe secrets and secrets that are nice surprises; Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop. |
| Maths | Multiplication and Division The 2 x table Divide by 2 Doubling and halving LCP Investigation- Individual no.bonds | Multiplication and Division Odd and Even numbers The 10 x table Divide by 10 Individual no.bonds | Multiplication and Division The 5 x table Divide by 5 The 5 and 10 x table APED assessment Individual no.bonds and | Length and Height Measure in cm's Measure in m's Compare lengths and heights LCP Investigation Individual no.bonds and | Length and Height The four operations with length and height APED assessment Individual no.bonds and | Mass, Capacity and Temperature Compare mass Measure in g's Measure in kg's Four operations with mass Individual no.bonds and |



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| No Nonsense Number | Block 3: Week 1 Adding and subtracting one and ten with two-digit numbers | Block 3: Week 2 Adding and subtracting one and ten using place value with two-digit numbers | Block 3: Week 3 Using understanding of place value of twodigit numbers to add and subtract | Block 3: Week 4 Using understanding of place value of twodigit numbers to add and subtract | Block 3: Week 5 Applying understanding of place value to add and subtract with two-digit numbers | Block 3: Week 6 Applying understanding of place value to add and subtract with two-digit numbers |
| English Poetry A Little House Let's put on our mittens! | Genre: Non-Fiction Text: Reptiles Text immersion: Read and learn the text together. Explore the vocabulary in the text and add to the tiered pyramid. Explore the text layout and features. Likes, dislikes, puzzles and patterns. Big Write: Choose a picture prompt of a pet. Write 3 questions about the pet, then write 3 chunks of information to answer their questions. | Genre: Non-Fiction Text: Reptiles Innovate: Explore expanded noun phrases and varying sentence structures in the text. Children to experiment with noun phrases to describe and specify. Use vocab from pyramid to write own facts. Big Write: Write a Kenning poem based on a reptile from the text. <u>What am I?</u> Desert dwelling Rock climbing Fly eating Long tongued Scaly skinned Speedy runner Rotating eyed Chameleon | Genre: Non-Fiction Text: Reptiles Invent: Create a nonchronological text based on Reptiles about an Antarctic animal. Include: Headings, questions, expanded noun phrases, complex sentences, adverbials and tiered vocabulary. | Genre: Fiction Text: Orion and the Dark Imitate Text immersion: Children make something from the text. Read and learn the text together. Explore the vocabulary in the text and add to the tiered pyramid. Explore the text layout and features. Big Write: Make a potion in nature School with the class – model writing the method. Then ask the children to make their own and write the instructions for a younger child to follow and make. | Genre: Fiction Text: Orion and the Dark Innovate: Use the present and past tenses correctly and consistently, including the progressive form to write instructional texts. Invent: Write a set of instructions explaining how to make an ice-hanging for nature School. | Genre: fiction Text: Orion and the Dark Invent: Their own story about a character who is afraid of something but manages to overcome their fear. |



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| Spelling Spring 1 | our parents pass past path people plant wild | poor pretty prove pull push put said would | says school she should so some steak you | sugar sure the these they to today your | told was water we were who whole | Assessment |
| Phonics Spelling Units | Kn, gn for 'n' Wr for 'r' Prickly spellings – once, two Homophones- knight/night | Kn, gn for 'n' Wr for 'r' Prickly spellings – once, two Homophones- knight/night | Why do I drop the 'e' when I add the suffixes ed, ing, er, est, y? Prickly spellings- any, many Homophones – one/won | Why do I drop the 'e' when I add the suffixes ed, ing, er, est, y? Prickly spellings- any, many Homophones – one/won | Why do some words end in ge or dge? Why can 'j' be spelled j or g in different words? Prickly spellings- review Homophones- where/wear | Assessment |
| Science No science this half term | | | | | | |
| Nature School | Build a winter shelter using tarpaulins and wood store items. | Weaving with wool around stick stars. | Make frozen ice hangings with leaves and berries. | Use sticks, pebbles and pinecones to make 3D pictures. | Develop a game with a partner in Nature School. | Hats and scarves outdoor collage. |
| PE Leap into Life | Movement Concepts Progression 3 To work in pairs to create symmetry and asymmetry in cross- lateral movement. | Aesthetic Movement Progression 5 To link travelling moves with balances of various levels. | Aesthetic Movement Progression 6 To work with one or more other people to develop movement sequences based on variation of levels. To include music interpretation. | Manipulative Skills Progression 3 To transfer weight during throwing action to create more power. To vary throwing technique- overarm, underarm, bounce, chest, push. | Functional Movement Progression 6 To develop strength when using a push or pull force against a partner. | Functional Movement Progression 7 To vary the size of base and weight control during a squat. To link a squat with locomotor skills. |
| Computing Creating media – Digital Music (IT) | To say how music can make us feel | To identify that there are patterns in music | To experiment with sound using a computer | To use a computer to create a musical pattern | To create music for a purpose | To review and refine our computer work |
| Internet Safety | Creating media – Digital Music (IT) Be Internet Legend Curriculum | | | | | |



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| Geography Non- European Country- Mexico What are the similarities and differences between my town and Tulum Mexico? | Can I use atlases and globes to discover the continents and oceans of the world? | What are the effects of the equator and poles on the climate worldwide? | What are the Uk countries capital cities and surrounding seas? | Where is my local area, what are the key human and physical features? | Can I create a map of my school using key map features? Where is Mexico? | What are the human and Physical features of Tulum? Compare features of Tulum and Lymestone. Similarities and differences quiz |
| Art- Contrasting Colours DT Food technology | How can colours work together? The colour wheel Primary and secondary colours How else can colours work together? | Complementary and contrasting colours Portrait, still life and landscape art. Who was Ted Harrison? | His style, colours, features of his paintings- descriptions, feelings and emotions. P[How can Ted Harrison inspire me? | DT: Food Technology: Make Taco's | Compare and contrast bold block colours with details in whale paintings. Who was Frida Kahlo? How can she inspire me? Mexican artist Little People, Big Dreams text. Colours, style, story, features. | Compare and contrast bold block colours with details in whale paintings. Who was Frida Kahlo? How can she inspire me? Mexican artist Little People, Big Dreams text. Colours, style, story, features. |
| Music Charanga I wanna play in a band | I wanna play in a band Learn to sing the song | We will rock you Listen and Appraise Learn to sing the song Add percussion | Smoke on the water by Deep Purple Listen and Appraise Learn to sing the song Add percussion Improvise | Rocking all over the world by Status Quo Listen and Appraise Learn to sing the song Add percussion Improvise Compose | Johnny B.Goode by Chuck Berry Listen and Appraise Learn to sing the song Add percussion Improvise Compose Perform | I saw her standing there by The Beatles Listen and Appraise Warm up Add percussion Improvise Compose Perform |
| Educational visits/visitors | | | | Birds of prey visit | | Church |