

Y2 Spring THEME: Settlements



Spiritual, Moral, Social and Cultural Development:

Personal, Social, Health and Emotional Development:

- Class/school codes of conduct: right/wrong; listening; negotiation to resolve issues; school council.
- Say No to Bullying.

In our exploration of faith we will:

The story of Noah/Rainbow Covenant. People of God (UC): What Is it like to follow God? (2a.2)
Consider the Easter story, and evaluate the reasons why we celebrate Easter. What does the story teach us? SALVATION (UC): Why is Easter matter to Christians? Why good Friday? (1.5 and 2a.5 - aim for digging deeper)

PE:

Gymnastics

Invasion games – passing, receiving, space, small games

As historians we will focus on:

- Britain's settlement by Anglo-Saxons and Scots including:
- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion - Canterbury, Iona and Lindisfarne.

As geographers we will:

- Use simple fieldwork and observational skills to study the geography of their school and its grounds (local area), and the key human and physical features of its surrounding environment.
- Investigate the local area.
- Carry out a survey of Cleobury Mortimer high street - should it be closed to traffic?
- Consider how our environment can be improved.

As designers we will:

- Design a moving paper book.

As artists we will develop the following skills through exploring "the eye of the Dragon":

- Develop and share ideas and imagination.
- Develop understanding of colour (gradients, colour mixing and selecting colours).
- Understand line, form and shape of the dragons eye, pupil and scales.
- Uncover how these skills are used by different artists, craft makers and designers (particularly the illustrator artist John Howe).

As musicians we will:

- Explore rhythmic patterns (unit 10)
- The class orchestra - Exploring arrangements (unit 11). Explore the compositions of Benjamin Britten.

As experts in technology we will:

- Review photos online, practise using a digital camera, take photos of our local area, edit photos, and then select the best images to include in a shared portfolio. (U2.3)
- Create our own opinion polls about whether Ludlow high street should be closed to traffic, seek responses, and then analyse the results, using a range of resources to handle data and present the results. (U3.6)

As linguists we will explore the French language through:

- Exploring the language associated with going on holiday - On ya va
- Tell me a story
- Numbers to min 30 and general conversation

Literacy:

- Appropriate to pupil progress - see expectations for year group.
- Explore the world of dragons and where they might live through poetry and stories, such as "Tell Me A Dragon" by Jackie Morris, "George and the Dragon" by Chris Wormell and "Dragonory" by Pie Corbett.
- Non-chronological report about Anglo Saxon life and homes.
- Haikus about different types of dragons.
- Explore the language of questioning through writing our own opinion poll questions.

Numeracy:

- Appropriate to pupil progress - see expectations for year group.

As Scientists:

- Investigate and compare the suitability of a variety of everyday materials for building the roof to a house. Displays results using simple diagrams and writing (yr2.) Report on finding from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Investigate what happens when we squash and squeeze a variety of foods including cornflour, tomato ketchup and fondant icing. Report on finding from enquiries including oral and written explanations, displays or presentations of results and conclusions.
- Compare and group materials together, according to whether they are solids, liquids or gases.
- Describe basic needs of plants/animals for survival, and the impact of changing these and the main changes as seeds and bulbs grow into mature plants and young to adult animals.
- Name different plants and animals and how they are suited to different habitats.
- (Revisit previous learning on seasonal changes: Things that are alive, dead or have never lived; describe and compare observable features of groups of animals.