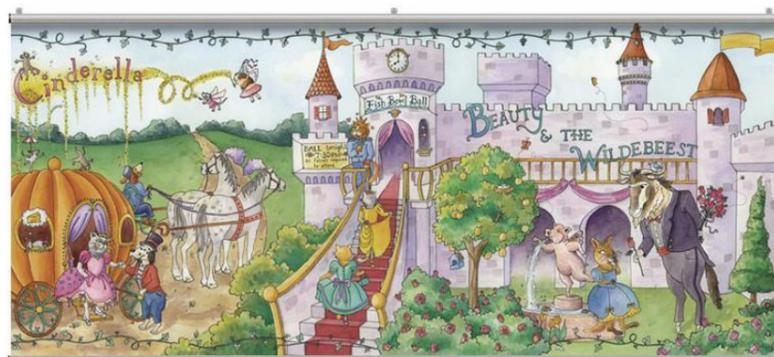


## Y2 Spring

### THEME: Once Upon A Time



### Spiritual, Moral, Social and Cultural Development:

#### Personal, Social, Health and Emotional Development:

- Shropshire Respect Yourself RSE: Amazing me; Same but different; Animals and their babies
- Shropshire Think Good Feel Good: Recognising feelings; managing feelings
- Caring for the environment and wildlife - link to science and use school garden.

#### RE:

- RQ3, 4, 14: Why did Jesus tell stories? - Parables. How should we behave towards others? How should I lead my life? Who is my neighbour? Gospel (UC) What is the good news that Jesus brings? (1.4)
- RQ9: What do people believe about God? Who is God? Why do you think God is important to some people? (God as Shepherd/loving father). Is God revealed in Jesus? - Easter
- RQ12: How do you feel if you lose something special? What happens? - relate to Easter. Explore wider aspects on change and loss e.g. moving home, losing toys/pets/friends. Salvation (UC) revisit Why do Christians put a cross in an Easter garden? (F3) Why does Easter matter to Christians (1.5)

#### Physical Development:

Dance - link to traditional stories - 3 little pigs

Gym

Multiskills

OAA

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

#### Knowledge and Understanding of the World (humanities):

- Consider how life has changed using characters in traditional tales as a start point
- Consider how entertainment/toys have changed over time - (unit 1/2) link to Jack and the Beanstalk (*History changes within living memory*)
- Consider significant individuals that have impacted on communication: first printed book - William Caxton; World Wide Web - Tim Berners-Lee

#### Creative Development (Arts):

- **DT:** Explore, design, make and evaluate puppets for our traditional stories (unit 2B)
- Explore pop up books/moving pictures (sliders/pop up) Design, make and evaluate our own moving pictures for our traditional stories (Unit 1B)
- **ART:** Investigate materials for weaving and link this with felting .....design and make product
- Develop our drawing skills with observational drawing to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (link to moving pictures)
- **MUSIC:** Explore sounds (unit 2) in relation to the traditional stories
- Explore high, low, fast, slow, loud, soft, short and long

Continue to develop our ongoing skills music skills

- 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.

#### As scientists we will focus on:

- **Animals (Unit 2e)**
- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. **Can all birds fly? (Top Trumps). Finds out information using secondary sources.**
- identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. **Are all fruits sweet? Can identify, classify and group. Extension: Can you taste food when you hold your nose?**
- **Geog:** Hot and cold areas of the world in relation to the equator and poles (relate to plants and animals habitats).

#### Communication, Language and Literacy:

- As appropriate to pupil progress - see expectations for year group
- Letters and Sounds Progression
- Foundation Stage Curriculum
- Traditional Stories
- Information Texts
- Letters
- Pattern and Rhyme

#### Mathematical Development:

- As appropriate to pupil progress - see expectations for year group
- Foundation Stage Curriculum

#### Role Play Focus:

- Goldilocks and the Three Bears
- Jack and the Beanstalk

#### Construction Focus:

- Castles, shields- Lego, shoe boxes

#### Art Focus:

- Weaving, textiles, collage

#### As experts in Computing we will use:

- Basic skills- glide pad control, logging on etc
- Y1 1.6: We are celebrating - create a card electronically link to Easter.
- Using videos and cameras (EYFS 19 We are community members)
- Y1 1.4: We are collectors - safely finding images using the web - begin to explore storing and retrieving. Purposefully create and organise 2 simple /word written communication.
- We can observe - link to science animals - digital microscopes (EYFS 20)
- Modelling simulations for science/traditional tales /sorting animal groups/weather and the seasons
- Research (all about Animals site)

