
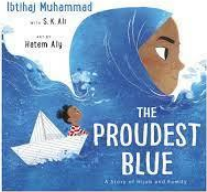
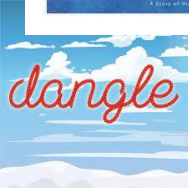






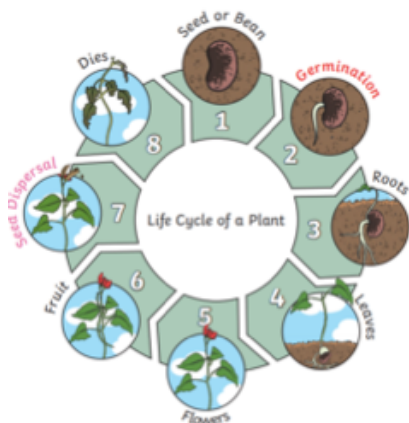


Writing	Phonics	Maths	Humanities History and Geography
<p>This term we are focusing on writing:</p> <p>Spring 1</p> <ol style="list-style-type: none"> Poetry Narrative- alternative ending <p>Spring 2</p> <ol style="list-style-type: none"> Non- chronological report recount <p>Our key texts this term are:</p> <ul style="list-style-type: none"> Our Tower The Proudest Blue Dangle- Literacy Shed   	 <p>Read Write Inc (RWI) is a phonics programme which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary, and spelling.</p> <p>Phonics focus Spring focus To date, your son/daughter will have learnt at least one way in which each long vowel sound is written (Set 2 sounds). When learning their Set 3 speed sounds they will be taught that there are more ways in which the same sounds are written, e.g. ee as in tree and ea as in tea.</p> <p>They will be working on 'Grey books'. These are more complex books including fiction and non-fiction titles. They will also be working on a range of writing tasks related to these books.</p> <p>After completing the RWI programme your child will then begin their fluency and VIPERS journey with us at Coton Green.</p>  <p>VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.</p>	<p>Y2- White Rose Maths</p> <ul style="list-style-type: none"> Money Multiplication and division Length and height Mass, temperature, and capacity <p>Set 2 Speed Sound Map</p>  <p>Set 3 Speed Sound Map</p> 	<p>History Nurturing nurses</p> <p>Children will be exploring the lives of significant individuals in the past who have contributed to nation and international achievements. They will be discussing why Florence Nightingale is remembered and what Florence Nightingale did to improve the lives of the soldiers when she arrived in the Crimea. Children will be discussing Florence Nightingale's greatest achievement. Children will be finding out Mary Seacole is and what the significant events in her life were. They will be learning about Mary Seacole's greatest achievements and comparing the two significant individuals.</p> <p>Spotlight lessons: Florence Nightingale and Mary Seacole</p>  <p>Geography Seasonal changes</p> <p>Children will link their learning to the knowledge gained from their previous Y1 Science topic 'Seasonal changes'. They will explain what seasons are and be able to explain what seasons are like in the UK. Children will be exploring the weather in the UK and how it affects us. Children will be learning how to forecast the weather and what dangers the weather can cause in the UK.</p> 

Science

Plants

Children are going to be observing and describing how seeds and bulbs grow into mature plants. They are also going to find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.



Key vocabulary:

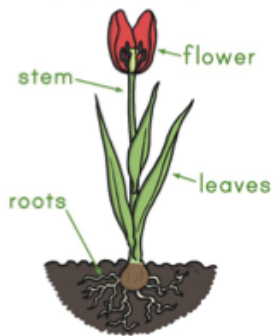
Germination: When the conditions are right, the seed soaks up water and swells, and the tiny new plant bursts out of its shell.

Sprout: When a plant sprouts, it shows new shoots.

Shoot: A shoot grows upwards from the seed or plant to find sunlight.

Seed dispersal is when the seeds move away from the parent plant. They can be moved by the wind or animals.

Parts of a Plant



Key facts:

Flower: The flower attracts insects to help them reproduce (make more plants).

Stem: The stem transports water around the plant.

Leaves: The leaves make food for the plant using sunlight.

Roots: Roots absorb water and keep the plant anchored to the ground (keeps it safe in the soil).

Key facts:

What do plants need to grow well?

Sunlight

All plants need light from the sun to grow well. Some plants need lots of sunlight. Some plants only need a little sunlight.

Water

All plants need water to grow. Without water, seeds and bulbs will not germinate.

Temperature

Temperature is how warm or cold something or somewhere is. Some plants like cooler temperatures and some like warmer temperatures.

Nutrition

Food or nourishment. Plants make their own food in their leaves using sunlight.

PSHE/RSE

Belonging to a community

Children will be thinking about what different groups they belong to and what role they play in each group. They will be discussing the rights and responsibilities they have in school and the wider community. Children will be reflecting upon how they are all equal and ways in which they are the same and different to others in their community.

Media literacy and digital resilience

Children will be thinking about how people access the internet and what the purpose and value of the internet is everyday life is. Children will also discuss internet safety- making the right choices to keep themselves safe.

Money and work

Children will investigate the different ways of paying for things-linked to their maths money unit of work. They will investigate how people are paid for the job they do and explain how people make choices about spending money, including thinking about needs (necessities) and wants (wishes/ extras).

PE

Net and wall

Children will be investigating the following questions:

- Can I hold a bat like a frying pan?
- Can I flip a beanbag and catch it on my racket with consistency?
- Can I flip my beanbag to a partner and catch it back?

Invasion games

Children will be investigating the following questions:

- Can I use an area avoiding collisions?
- Can I ounce a ball with control?
- Can I dribble a ball in a straight line?
- Can I throw a ball with different techniques?
- Can I pass an object in different ways?

Art

Painting and Printing

- Children will give their opinion on a piece of art.
- Children will make simple comparisons between pieces of art, using art related vocabulary.
- Children will evaluate their own work using relevant art-related vocabulary.
- Children continue to develop their basic paint application skills.
- Children use thick and thin paintbrushes appropriately (or other thick/thin painting tools)
- Children can paint in different ways (building on Year 1 skills)
- Children can use different techniques to print (building on Year 1 skills)
- Children can mix a range of tints
- Children explore mixing different hues of colours
- Children are confident in exploring warm/cold colours
- Children select and use colours purposefully
- Children create work that reflects the style or technique used by a studied artist

Design and Technology

Food technology: preparing fruit and veg

Children will be identifying and describing a variety of different fruits and vegetables. They will be talking about healthy diets and why fruits and vegetables are an important part of their diet. Children will be designing a smoothie for a specific purpose and working safely with equipment. They will be following health and safety procedures when preparing food and using equipment. Children will also be evaluating their finished product.

Computing	Music	RE
<p>Robot Algorithms</p> <p>Children are going to be questioning how important instructions are. They are going to explore what makes instructions clear and why order is important. Children are going to make logical and reasonable predictions and get a robot to follow an algorithm. They are going to find and fix errors in an algorithm too.</p> <p>Pictograms</p> <p>Children are going to record data using a tally. They are going to learn how to use a computer to create a pictogram, investigating which program is most suitable. Children are going to select objects by attributes and make comparisons. They are going to be asking questions, collecting data and presenting information in a pictogram using a computer.</p>	<p>Tempo and Structure</p> <p>Children will explore what tempo is and keep a steady pulse. They will be thinking about whether the tempo is fast or slow by responding to the pulse of the music they hear. Children will be using body percussion and playing instruments with a controlled tempo and steady pulse. They will also be improving the way they stand, singing words clearly and breathing to make a good vocab sound. Children will be creating a musical sequence using two contrasting sounds on an instrument using graphic notations to record.</p>	<p>Showing love</p> <p><i>How do religious and non religious people show they love one another?</i></p> <p>Children will consider how people show their care for others. They will explore the story of St Valentine and how that teaches Christians about love and commitment. Children will be investigating what happens during a Christian wedding and a Hindu wedding, comparing, and identifying differences. They will be exploring a humanist wedding and a SBNR wedding and sharing their views on marriage.</p> <p>Special moments</p> <p><i>Tell me about ceremonies which are held for Christians and Hindus where special moments in the life cycle are marked.</i></p> <p>Children will firstly share their prior knowledge of Christian and Hindu celebrations. They will be discussing what a christening is, what happens at a christening and why Christians think it is important to be christened. They will also be learning about a Namkaran, exploring how it is celebrated. Children will reflect upon why christenings and naming celebrations are important for believers and what big moments they may want to celebrate in their life and why.</p>