






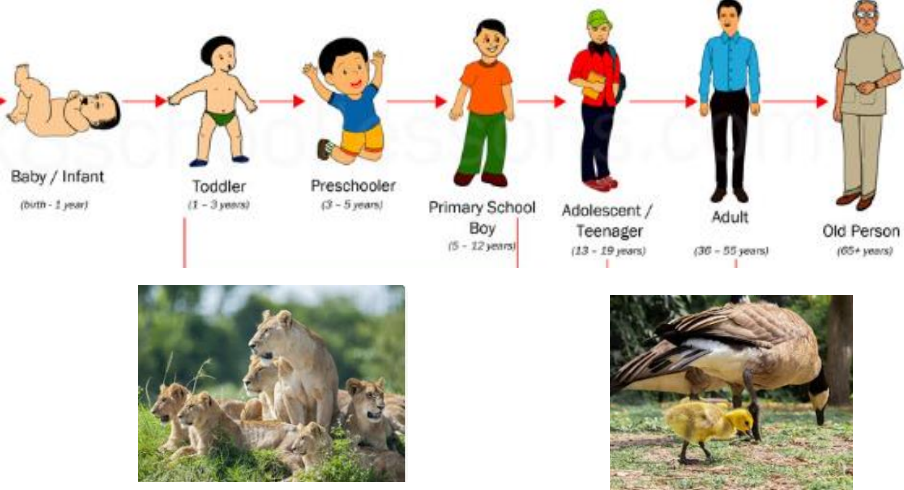
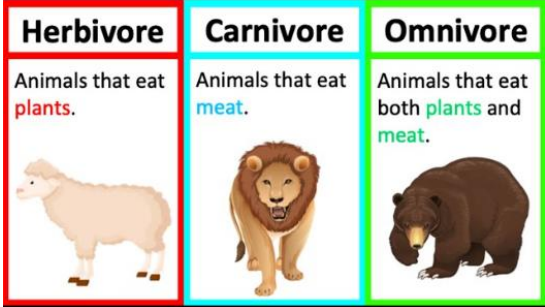




Writing	Phonics	Maths	Humanities History and Geography
<p>This term we are focusing on writing:</p> <p>Spring 1 Fiction – story Non-chronological report Poetry from other cultures</p> <p>Spring 2 Fiction – story Persuasive leaflet Explanation</p> <p>Our key texts this term are:</p> <ul style="list-style-type: none"> The Snail and the Whale (Julia Donaldson) A child of Books (Oliver Jeffers) Mungo and the Spiders from Space (Timothy Knapman) Curiosity- The Story of a Mars Rover (Markus Notun) 	<div data-bbox="582 207 985 335" style="text-align: center;">  </div> <p>Read Write Inc (RWI) is a phonics programme which helps <u>all</u> 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 Summer focus Your child will know most of the Set 2 sounds. When learning their Set 3 speed sounds your child will be taught that there are more ways in which the same sounds can be written, e.g. ee as in tree and ea as in tea; ew as in stew and oo as in food.</p> <div data-bbox="582 654 884 861" style="text-align: center;">  </div> <p>They will be working on improving reading fluency through Yellow and Blue so that they can read 'Grey books' fluently with a 'story teller' voice. Grey books are more complex books and include fiction and non-fiction titles.</p> <p>After completing the RWI programme your child will then begin their fluency and VIPERS journey with us at Coton Green.</p> <div data-bbox="616 1149 851 1292" style="text-align: center;">  </div> <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"> Fractions – halves, quarters (including $\frac{3}{4}$) and thirds Time – minutes in an hour; hours in a day; telling the time to the nearest 5 minutes Statistics – drawing and interpreting pictograms Position and Direction – describing movement and turns <div data-bbox="1344 654 1624 805" style="text-align: center;">  </div>	<p>History Explorers of the World and Beyond Children will explore the following questions: <i>Captain Scott & Neil Armstrong</i></p> <ol style="list-style-type: none"> Who on earth is this famous person? (Scott) How did Scott get to the South Pole and what happened then? Why did Scott risk his life going on this expedition to the South Pole? Why did the astronauts risk their lives going to the moon? How were they able to get to the moon and back safely? What did they do on the moon? <div data-bbox="2049 351 2184 534" style="float: right;">  </div> <div data-bbox="2038 734 2184 917" style="float: right;">  </div> <p>Geography Countries and Oceans of the World Children will explore the following questions:</p> <ol style="list-style-type: none"> How can we use symbols to create a map of the school? What can we find out about France? What can we find out about Nigeria? What can we find out about the city of Shanghai in China? What can we find out about tourism in the city of Rio de Janeiro in Brazil? How many oceans are there on planet Earth? <div data-bbox="1982 1212 2150 1308" style="float: right;">  </div>

Science	PSHE/RSE	PE
<p>Animals, including Humans</p> <p>Children will consider what makes a family – they will retrieve their knowledge from last time they explored this idea, drawing knowledge also from discussions in PSHE. They will explore ideas about the uniqueness of families and will be introduced to the term ‘life stages’ – children will consider the terms: babies, infants, childhood, teenagers, middle-age adults and old-age adults. They will consider the idea of ‘offspring’ and the fact that they may look and act differently but they all need the same things to survive: food, water, oxygen. They will explore the different foods that different animals eat. Children will consider and explore these scenarios:</p> <p>Scenario One: A large wave has destroyed a habitat and you need to find a way for the owners to survive.</p> <p>Scenario Two: Humans are on a mission to the moon – how will they survive?</p> <p>Children will consider the Rights Respecting Article 24: ‘every child has the right to the best possible health’. They will explore what having the ‘best possible health’ means. Learning will focus on people needing food, good hygiene and exercise to stay healthy.</p>  	<p>Health and Well-being</p> <p>Children will be investigating the following questions:</p> <p>Physical Health and Well-being</p> <ol style="list-style-type: none"> 1. What does it mean to be healthy and why is it important? 2. Can I explain about healthy and unhealthy foods and the importance physical activity and how it keeps me healthy? 3. Which people help us to stay healthy? <p>Growing and Changes</p> <ol style="list-style-type: none"> 4. Can I recognise what makes me special and unique? 5. How do I manage and whom do I tell when I’m finding things difficult, or when things go wrong? 6. How am I the same and different to others? 7. How do I recognise feelings in myself and others and how can feelings affect how people behave? <p>Keeping Safe</p> <ol style="list-style-type: none"> 8. How do rules help to keep us safe? 9. Why do some things have age restrictions? 10. How do I keep safe online? 	<p>Striking and Fielding</p> <p>Children will be investigating the following questions:</p> <ol style="list-style-type: none"> 1. Can I hit a stationary ball on the move? 2. Can I stop a moving ball with two hands and throw it at a target? 3. Can I use an overarm throw and understand why? 4. Can I carry a bat correctly and understand why? 5. Can I understand the job of a wicketkeeper? 6. Can I catch a ball with some consistency? <p>Athletics</p> <p>Children will be investigating the following questions:</p> <ol style="list-style-type: none"> 1. Can I zig zag while running? 2. Can I keep tall during jumping? 3. Can I jump sideways?
	<p>Art</p> <p>Sculpture</p> <p>Children will recognise pots come in different styles, sizes and shapes and will know pots have been made around the world and throughout history. Children will know pots can be decorated with different patterns and designs. Children to create their own bowl, with papier mache applied to a blown-up balloon. Children use collage materials to decorate the inside and outside of their bowl. Children will varnish finished bowl with PVA glue thinned with water.</p> 	<p>Design and Technology</p> <p>Textiles: Templates and joining</p> <p>Children will make a bag and explore the following questions:</p> <ol style="list-style-type: none"> 1. Is all fabric the same? 2. Can you make a successful seam? 3. Which seam and fastenings would be best for you? 4. How will you make your bag? 5. Can you create a successful bendy bag? 6. How effective is your bendy bag? 

Computing

Digital Music

Children will be exploring the following questions.

1. How does music make you feel?
2. What are patterns and rhythms in music?
3. How can music be used to express emotions?
4. How can you use a computer to create music patterns?
5. How can I use an animal to inspire a musical pattern?
6. How can I improve my musical pattern?

Programming Quizzes

Children will be exploring the following questions.

1. How can I use Scratch Jr to create a sequence?
2. Why do all sequences of commands have an outcome?
3. How do I use a program to create an algorithm?
4. How can I change a design of an algorithm?
5. How can I use a programme to create my own algorithm and design?
6. How can my project be improved?

Music

Pulse and Rhythm – The Seasons

Children will be exploring the following questions.

1. What is pulse? Can I follow graphic notations and keep a steady beat?
2. What is rhythm? Can I find the rhythm pattern in my name and in lyrics to my favourite nursery rhymes?
3. Can I use body percussion to improvise rhythmic call and responses whilst keeping a steady pulse (beat)?
4. Can I use musical vocabulary to describe music I hear? Can I feel the pulse and count the beats in groups of 2, 3 and 4?
5. How can I create a soundscape using graphic notation? Can I perform my own part?
6. How can I make my singing voice even better?

Graphic Score – Pulse and rhythm



Singing – Pitch and diction

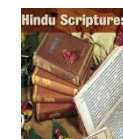


RE

Answers

Children will be exploring the following questions

1. Can you differentiate between right and wrong?
2. If you are not sure about something, where do you look for answers?
3. What are the Christian and Hindu holy scriptures and why are they important to believers?
4. Explore the story of the Good Samaritan. How does this story teach right from wrong?
5. Explore a Hindu story. How does this story teach us right from wrong?
6. Listen to a believer talking about an extract from sacred writings and the meaning this has for them.



Care and Concern for the Environment

Children will be exploring the following questions:

1. How do you, and us as a school, show care and concern for the environment?
2. How does Jesus guide Christians to look after the natural world?
3. What does the Vedas say about caring for the natural world?
4. Can we learn anything from the Vedas and Bible about how we could take better care of our environment?

