

**Year Group:** 2

**Term:** Spring 2 2020

**Topic:** I'm Alive!

<b>Week commencing</b>	<b>24.2.20</b> Hillary Forest Schools	<b>2.3.20</b> Book Week Armstrong Forest Schools	<b>9.3.20</b> Columbus Forest Schools	<b>16.3.19</b> Attenborough Forest Schools	<b>23.3.20</b>	<b>30.3.20</b> (4 days)				
<b>Sparkly Start</b>	Create a miniature garden/wormery									
<b>Fabulous Finish</b>						<b>Nature Hunt!</b>				
<b>English</b>	<b>Extended Narrative</b> James and the Giant Peach				<b>Instructions</b> Rainbow couscous (Links with Food Technology)					
<b>Mathematics</b> Use and apply to be fed throughout units  <b>Computing</b> Algorithms using laptops and Beebots (debugging & reasoning)	<b>Multiplication &amp; Division</b>  <b>Shape</b>	<b>Position &amp; Direction</b> Links with computing  <b>Computing NC:</b> Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions.  Create and debug simple programs.	<b>Measure &amp; Time</b>		<b>Statistics</b>					
<b>PE Dance</b>	<b>Val Sabin Scheme</b> <b>Interpretative dance: Minibeasts</b> <b>NC: perform dances using simple movement patterns</b> Perform a range of actions with imagination and control. Follow and copy a partner. Choose different movements to tell a story. Create a simple dance motif. Move and freeze with control and coordination. Observe and talk about each other's dances									
<b>PE Games</b>	<b>Premier Sports Coach</b> <b>NC: participate in team games, developing simple tactics for attacking and defending</b> Hold the hockey stick correctly when passing and dribbling. Keep control when changing direction. Show awareness when in control of the ball. Change speed with control of the ball. Recognise space on the pitch. Complete push and hit pass.									
<b>CLOOS</b>	<b>Science</b> Plant a seed and observe the changes			<b>Maths</b> Problem solving						

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<b>Topic</b>	<b>Science/DT</b> <b>Links with Computing (Digital Literacy)</b> <i>Make links in the role-play</i>		<b>RE</b> <b>Why is the world special?</b> <i>Explore creation stories (link back to EYFS)</i>	<b>History</b> <b>Darwin &amp; Attenborough</b> <b>Links with Science &amp; Computing (Digital Literacy)</b>	<b>PSHE</b> <b>Me and My Relationships</b>	<b>Music</b> <b>Investigating Timbre, Tempo, Duration, Pitch &amp; Dynamics</b>
	<b>Sparkly Start</b> <b>Miniature Garden/Womery</b> <p><b>Science NC:</b> Identify and name common plants.</p> <p><b>Science NC:</b> Observe and describe how seeds and bulbs grow into mature plants</p> <p><b>Science NC:</b> Identify and name a variety of plants and animals in their micro-habitats.</p> <p><b>Learning Bus:</b> Use VR headsets to explore micro-habitats.</p>	<b>Science NC:</b> To know the lifecycle of plants.	<b>AT1:</b> Retell some of the religious and moral stories from the Bible and at least one other religious text or special books.  Begin to use key words and vocabulary.	<b>History NC:</b> Understand changes within living memory.  <i>Reflect on impact Attenborough/Darwin have had.</i>	<b>Me and My Relationships 6</b>  How am I similar to and different from other people?  Understand the qualities of friendship and how to make friends	<b>Carnival of the Animals: Saint-Saens</b>  <b>Music NC:</b> Experiment with, create, select and combine sounds using the inter-related dimensions of music  Play tuned and untuned instruments musically.

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	<p><b>Design, make &amp; evaluate a bug hotel</b></p> <p><b>Science NC:</b> Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p><b>DT NC:</b> Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p><b>DT NC:</b> Build structures, exploring how they can be made stronger, stiffer and more stable.</p>	<p><b>Science NC:</b> Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <i>(Investigation: prediction &amp; method)</i></p>	<p><b>AT2:</b> Suggest meanings of some religious and moral stories.</p> <p>Talk about and find meanings behind different beliefs and practices.</p> <p>Express own ideas, opinions and talk about their work creatively using a range of different medium.</p> <p>Ask and respond to questions about what individuals and faith communities do.</p>	<p><b>History NC:</b> Know about events beyond living memory that are significant nationally or globally.</p>	<p><b>Me and My Relationships 5 Emotions</b></p> <p>Know strategies for coping when we have friendship problems and who we can go to for help.</p>	<p><b>Science NC:</b> Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <i>(Investigation: results)</i></p>
	<p><b>Science NC:</b> Find out how conditions affect the number of plants and animals that live in a habitat.</p> <p><b>DT NC:</b> Select from and use a range of tools and equipment to perform practical tasks.</p> <p><b>DT NC:</b> Evaluate their ideas and products against design criteria.</p>			<p><b>History NC:</b> Present a ppt on the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p><b>Computing NC:</b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p><b>Me and My Relationships 6 Families</b></p> <p>Understand that families are different.</p>	<p><b>Exit Point Nature hunt</b></p> <p><b>Science NC:</b> Explore and compare the differences between things that are living, dead, and things that have never been alive.</p>