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| **Class: Year 2 Owl Class Spring Term 2 Half Termly Curriculum Map Topic: Dig Deep** | | | | | | | |
|  | **Week 1**  ***25th-1st March***  ***Inset (Monday)***  ***Topic Launch*** | **Week 2**  ***4th-8th March***  ***Reports Out***  ***World Book Day (****7th March)*  ***Link with Will*** | **Week 3** ***11th-15th March*** ***Science Week*** | **Week 4**  **18th-22nd March**  **SEN Drop Ins** | **Week 5**  ***25th-29th March*** | **Week 6**  ***1st-5th April*** | ***Half Term*** |
| **English** | **Big Write.**  Reread their own story using the story maps. Children to use a story mountain to plan out their story. Children to write a story about a giant looking for a new home.  What are the features of instruction writing? Sequence instructions about growing a plant.  ***Week 1-6***  ***Phonics:*** *Teach set 3 sounds. Blending and segmenting words with Set 3 sounds in. Alien Words-set3. Fred fingers to write words with set 3. Hold a sentence with set 3 words.*  *SPAG:*   * *Suffix-ment* * *Common exception words*   *Handwriting* | I can write a set of instructions.  Science Experiment: I can find out and describe how plants need water, light and temperature to grow and stay healthy.  ***Week 1-6***  ***Phonics:*** *Teach set 3 sounds. Blending and segmenting words with Set 3 sounds in. Alien Words-set3. Fred fingers to write words with set 3. Hold a sentence with set 3 words.*  *SPAG:*   * *Suffix-ness* * *Common exception words*   *Handwriting* | Follow on from Science: I can write about simple observations. I can label the parts of the plants.  JL- I can describe how seeds and plants grow into plants.  (Tuesday- Science STEM activities)  ***Week 1-6***  ***Phonics:*** *Teach set 3 sounds. Blending and segmenting words with Set 3 sounds in. Alien Words-set3. Fred fingers to write words with set 3. Hold a sentence with set 3 words.*  *SPAG:*   * *Suffix-ful* * *Common exception words*   *Handwriting* | Non chronological reports.  What is a non-chronological report? What features are in a non-chronological report?  I can write a non-chronological report about daffodils.  ***Week 1-6***  ***Phonics:*** *Teach set 3 sounds. Blending and segmenting words with Set 3 sounds in. Alien Words-set3. Fred fingers to write words with set 3. Hold a sentence with set 3 words.*  *SPAG:*   * *Suffix-less* * *Common exception words*   *Handwriting* | Non chronological reports.  I can write a non-chronological report about Van Gogh.  ***Week 1-6***  ***Phonics:*** *Teach set 3 sounds. Blending and segmenting words with Set 3 sounds in. Alien Words-set3. Fred fingers to write words with set 3. Hold a sentence with set 3 words.*  *SPAG:*   * *Suffix-ly* * *Common exception words*   *Handwriting* | Poetry  I can express views about poetry and discuss the language. Adjectives/verbs/nouns.  I can write a poem.(noun phrases)  ***Week 1-6***  ***Phonics:*** *Teach set 3 sounds. Blending and segmenting words with Set 3 sounds in. Alien Words-set3. Fred fingers to write words with set 3. Hold a sentence with set 3 words.*  *SPAG:*   * *Homophones* * *exception words*   *Handwriting* |  |
| **Reading** | Guided Reading Groups  Reading evidence SATS | Guided Reading Groups  Reading Evidence SATS | Guided Reading Groups  Reading Evidence SATS | Guided Reading Groups  Reading Evidence SATS | Guided Reading Groups  Reading Evidence SATS | Guided Reading Groups.  Reading Evidence SATS | Guided Reading Groups  Reading Evidence SATS |
| **RWI** | RWI lessons ongoing  RWI sessions to run 5 times weekly.  Revisit set 2 and set 3 sounds. | RWI lessons ongoing  RWI sessions to run 5 times weekly.  Revisit set 2 and set 3 sounds. | RWI lessons ongoing  RWI sessions to run 5 times weekly.  Revisit set 2 and set 3 sounds. | RWI lessons ongoing  RWI sessions to run 5 times weekly.  Revisit set 2 and set 3 sounds. | RWI lessons ongoing  RWI sessions to run 5 times weekly.  Revisit set 2 and set 3 sounds. | RWI lessons ongoing  RWI sessions to run 5 times weekly.  Revisit set 2 and set 3 sounds. |  |
| **Big write** | BIG WRITE  I can write a narrative.  Based on a giants story**.** |  |  |  |  | Writing a narrative. |  |
| **Maths** | **Statistics**   * Interpret and construct simple tally charts block diagrams. * Ask and answer simple questions by counting the number of objects.   Ask and answer questions about totalling and comparing data.  *Daily Maths (PM) SATS Paper Practice addition and subtraction.* | **Fractions**   * Recognise, find, name and write fractions 1/3, ¼, 2/4 and ¾ of a length, shape, set of objects or quantity. * Write a simple fraction   **Wednesday-Friday**  **Consolidation**  *Daily Maths (PM) SATS Paper Practice addition and subtraction. Back of maths journals* | **Fractions**   * Recognise, find, name and write fractions 1/3, ¼, 2/4 and ¾ of a length, shape, set of objects or quantity. * Write a simple fraction   **Wednesday-Friday**  **Consolidation**  *Daily Maths (PM) SATS Paper Practice addition and subtraction. Back of maths journals* | **Fractions**   * Recognise, find, name and write fractions 1/3, ¼, 2/4 and ¾ of a length, shape, set of objects or quantity. * Write a simple fraction   **Wednesday-Friday**  **Consolidation**  *Daily Maths (PM) SATS Paper Practice addition and subtraction. Back of maths journals* | **Shape**   * Identify and describe properties of 2d shapes, including number of sides and lines of symmetry. * Identify and describe properties of 3d shapes, including number of edges, vertices and faces. * Identify 2d shapes on the sides of 3d shapes.   **Wednesday-Friday**  **Consolidation**  *Daily Maths (PM) SATS Paper Practice addition and subtraction. Back of maths journals* | **Shape**   * Identify and describe properties of 2d shapes, including number of sides and lines of symmetry. * Identify and describe properties of 3d shapes, including number of edges, vertices and faces. * Identify 2d shapes on the sides of 3d shapes.   **Wednesday-Friday**  **Consolidation** |  |
| **Science** | I can ask questions.  I can make simple observations.  I can set up a simple tests.  Set up the experiment-what do plants need to survive?  Each table to come up with their own questions- what do they want to find out? Will a plant grow with just water/ water and sunlight. | I can use equipment to make observations.  Planting variety of seeds.  Planting seeds.  Fair test.  Predictions. | Observation:  I can describe the functions of a plant.  I can make simple observations. |  |  |  |  |
| **Art and Design** |  |  |  | Famous Artist: Van Gough  Who is Van Gough?  Look at pictures?  Evaluate a Van Gough picture. (literacy objective) I can evaluate the work of artist. | Famous Artist: Van Gough  Natural painting-making own colours. | Famous Artist: Van Gough  I can create a piece of art in response to work of another artist. |  |
| **Computing** |  |  |  |  |  |  |  |
| **Design Technology** |  |  |  |  |  |  |  |
| **Geography** |  |  |  |  |  |  |  |
| **History** |  |  |  |  | Famous Scientist-David Attenbourough- Documentary on our plants-what we’ve discovered. ICT Spark Video.  To know about the lives of significant individuals who have contributed to national and international achievements. | Famous Scientist-David Attenbourough- Documentary on our plants-what we’ve discovered. ICT Spark Video.  Compare aspects of life in different periods. |  |
| **Music** |  |  |  |  |  |  |  |
| **Physical Education** | Friday (am) Sports Leadership (Katie)  Games   * Throwing and catching * Develop skills and understanding of games * Play different roles within a team. | | | * Games   Attacking and defending  Throw/catch, bounce comfortable while static and on the move.  Develop skills and understand the game.  Play different roles within a team. | | |  |
| **Religious Education** | Celtic Saints Unit 9 | Celtic Saints Unit 9 | Celtic Saints Unit 9 | Celtic Saints Unit 9 | Celtic Saints Unit 9 | Celtic Saints Unit 9 |  |
| **PSHE** | To share opinions on things that matter to them. | To identify their special people. | What makes them special and how? | How special people care for one and other. | What improves and harms their local, natural and built environments. |  |  |
| **Outdoor learning** |  | **Planting Seeds in the outdoor area.** |  |  |  |  |  |
| **Educational visits/visitors** |  |  | **Garden Centre WYEVALE visit to show variety of plants.** |  |  |  |  |

