

Lowe's Wong Infant School

Half Termly Overview



Y2 Spring 1

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| Enquiry Theme | How are the arts celebrated in Africa? |
| British Values & School Rules | Be sensible |
| Real life application | Creating a piece of artwork for our school art exhibition at the end of the year |
| Visits and Visitors | Drumming workshop |
| English (core texts and genres) | <ul style="list-style-type: none"> • <u>'The Minpins' by Roald Dahl</u> Danger posters, setting descriptions, character descriptions, information reports, postcards <u>Main Outcome:</u> Know how to write own version adventure narratives • <u>'The Journey Home' Frann Preston-Gannon</u> Posters, lists, postcards, wanted posters, information reports, short stories <u>Main Outcome:</u> Know how to write a persuasive letter |
| Maths | <p style="text-align: center;">Shape</p> <ul style="list-style-type: none"> • Know how to identify the number of sides on basic 2D shapes. • Know how to identify and count the number of vertices in regular polygons. • Know how to identify lines of symmetry in basic 2D shapes. • Know how to use the vocabulary quadrilateral and polygon correctly. • Know how to recognise 3D shapes by identifying their properties. • Know how to describe 3D shapes and classify them using faces, vertices and edges. • Know how to describe 3D shapes based on the number of faces and the 2D shapes these faces show. • Know how to construct nets of shapes into 3D shapes. • Know how to sort 2D and 3D shapes based on number of vertices, sides and other factors. • Know how to recognise, create and describe patterns of 2d and 3d shapes and colours. <p style="text-align: center;">Multiplication and Division</p> <ul style="list-style-type: none"> • Know how to recognise multiplication as repeated addition. • Know how to make equal groups using concrete resources. • Know how to find a total using repeated addition. • Know how to use the x symbol to write repeated additions as a multiplication number sentence. • Know how to identify 2 multiplication facts represented by an array - commutative law. • Know how to solve problems using materials, arrays and repeated addition. • Know that there is a link between the 2x table and doubling and halving numbers. • Know how to identify if a whole number is odd or even. • To Know how to use the 2, 5 and 10x table to solve word problems. |

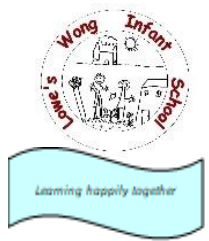
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| Science | <p style="text-align: center;">Plants (light and dark)</p> <ul style="list-style-type: none"> • Know that plants need water, light, and suitable temperature to grow and stay healthy. <p><u>Working scientifically</u> – Know how to observe closely, using simple equipment. Know how to ask simple questions and recognise that they can be answered in different ways. Know how to perform simple tests.</p> <p style="text-align: center;">Living things and their habitats</p> <ul style="list-style-type: none"> • Know that different habitats provide for different needs including microhabitats. • Know that animals and plants depend on each other. • Know how to identify and name a variety of plants and animals in their habitats, including microhabitats. • Know that most living things live in habitats to which they are suited. • Know how to describe how different habitats provide for the basic needs of different kinds of animals and plants. • Know that animals obtain their food from plants and other animals using a simple food chain. • Know how to identify and name different sources of food. • Know that something that is living, dead or never been alive has different characteristics. <p><u>Working scientifically</u> – Know how to gather and record simple data to help in answering questions. Know how to use their observations and ideas to suggest answers to questions. Know how to identify and classify. Know how to observe closely, using simple equipment.</p> |
| RE | <p style="text-align: center;">Believing Unit 2.2</p> <ul style="list-style-type: none"> • Know that different people see different meanings in stories. • Know how to recall and name some key words about Jewish beliefs. • Know how to express an idea about God. • Know more about Jewish beliefs and ways of talking about God. • Know how to ask questions about God for themselves – the bigger the better. • Know how to retell the story of Genesis 1. • Know how to suggest a meaning for the story. |
| History | <p><i>History is not a driver or enhancer subject this half term</i></p> |
| Geography | <ul style="list-style-type: none"> • Know that the world has continents and oceans. • Know how to use a world map and globe to locate the world's seven continents and five oceans. • Know that there are geographic similarities and differences between own geographical location in the UK and a non-European country (Southwell, London and Kenya) • Know that there are key human and physical features beyond their locality |
| Music | <p style="text-align: center;">I wanna play in a band Style of main song: Rock Unit theme: Playing together in a band</p> <p>Listening</p> <ul style="list-style-type: none"> • Know how to find the pulse and know that this unit is about Rock music. • Know how to recognise and name some of the instruments they hear- keyboard, drums, bass, electric guitar, singers. <p>Musical activities</p> <ul style="list-style-type: none"> • Know how to march and find the pulse. • Know how to be a rockstar and find the pulse. • Know how to copy and clap back rhythms. • Know how to clap the rhythm of their name. |

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| | <ul style="list-style-type: none"> • Know how to clap the rhyme of their favourite colour. • Know how to sing and dance together, in time using actions. • Know how to play instruments accurately and in time, most playing D + C. • Know how to improvise in the lesson and the performance. • Know how to compose a simple melody using simple rhythms and use as part of the performance, using F, G + A. <p>Perform and Share</p> <ul style="list-style-type: none"> • Know that their performance can be recorded. • Know how they felt during their performance - what did they like best? |
| Art and Design | <ul style="list-style-type: none"> • Know that paint can be mixed to create tones and shades. • Know how to mix paints to create colours to express emotions. • Know how to begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture. • Know that patterns and textures can be added using different tools. • Know how to use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card. • Know how to use a variety of techniques, e.g. rolling, cutting, pinching. • Know how to describe the work of famous, notable artists, craft makers and designers, including the range of materials and techniques used e.g. Tingatinga, Esther Mahlangu. • Know how to use inspiration from famous, notable artists to create their own work. |
| D&T | <ul style="list-style-type: none"> • Know that food from comes from different countries in the world. |
| PE | <p style="text-align: center;">Gymnastics</p> <ul style="list-style-type: none"> • Know that heart rate and temperature changes during exercise. Know that they have a pulse to measure heart rate. • Know that a simple sequence can be made with a partner by sharing ideas. • Know that shapes and balances can be linked, with and without apparatus. • Know that sequence work can be developed (with rolling and using apparatus). • Know that there are strategies to develop their balance, coordination and agility. <p style="text-align: center;">Basketball</p> <ul style="list-style-type: none"> • Know that to catch and control a ball in movement working with a partner or in a small group. • Know that basic tactics can be used in a simple team game. • Know that there are best places to stand during a team game, to support the game. • Know that there are simple tactics for attacking and defending. • Know that simple tactics can be used while participating in team games. • Know that a ball can be caught and controlled in movement. |
| Computing | <p style="text-align: center;">Online Safety Unit 2.2</p> <ul style="list-style-type: none"> • <u>Unit 2.2 Online Safety</u> • Know how to refine searches using the Search tool. • Know how to share work electronically using the display boards. • Know how to use digital technology to share work on Purple Mash to communicate and connect with others locally. • Know some knowledge and understanding about sharing more globally on the Internet. • Know how to introduce Email as a communication tool using 2Respond simulations. • Know how we talk to others when they are not there in front of us. Know how to open and send simple online communications in the form of email. • Know that information put online leaves a digital footprint or trail. |

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Learning happily together

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| | <ul style="list-style-type: none">• Know how to think critically about the information they leave online. Know how to identify the steps that can be taken to keep personal data and hardware secure. <p style="text-align: center;">Effective Searching Unit 2.5</p> <ul style="list-style-type: none">• Know the terminology associated with the Internet and searching.• Know how to gain a better understanding of searching the Internet.• Know how to create a leaflet to help someone search for information on the Internet. |
| PSHE | <p style="text-align: center;">Keeping Safe</p> <ul style="list-style-type: none">• Know that they can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.• Know what they do and don't like and who to ask for help.• Know some examples of safe and unsafe secrets and think of safe people who can help if something feels wrong.• Know how to give examples of touches that are ok or not ok (even if they haven't happened to them).• Know the identity of a safe person to tell if they felt 'not OK' about something.• Know how to keep themselves safe around medicines.• Know how to explain that medicines can be helpful or harmful, and say how they can be used safely. |