

Lowe's Wong Infant School

Half Termly Overview



Y2 Spring 1

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>'Toys in Space' Mini Grey</u> Found posters, diary entries, speech bubbles, notes of advice, space logs, invitations, fantasy setting descriptions <u>Main Outcome:</u> Know how to write own version fantasy narrative • <u>'The Bear & the Piano' David Litchfield</u> Letters of advice, short news-reports, writing in role, retellings, information poster. <u>Main Outcome:</u> Know how to write own version narrative about bravery
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. • Know how to use the 2, 5 and 10x table to solve word problems.
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.

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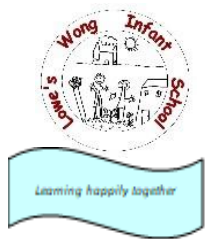
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	<p><u>Working scientifically</u> – Know how to observe closely, using simple equipment. Know how to ask simple questions and recognise that they can be answered in different ways. Know how to perform simple tests.</p> <p style="text-align: center;">Living 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 that about a Jewish belief 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 style="text-align: center;"><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><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> • Know that some songs have a chorus or a response/answer part. • Know how they can enjoy moving to music by dancing, marching, being animals or pop stars. <p><u>Games</u></p> <ul style="list-style-type: none"> • Know that music has a steady pulse, like a heartbeat. • Know that rhythms are different from the steady pulse. • Know that we can create rhythms from words, our names, favourite food, colours and animals • Know how to use pulse, rhythm and pitch when playing musical games. (Year 2 Games) <p><u>Singing</u></p>

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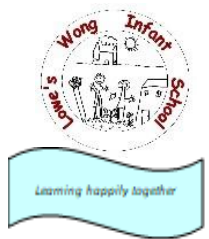
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	<ul style="list-style-type: none"> • Know that unison is everyone singing at the same time. • Know why we need to warm up our voices. • Know how to find a comfortable singing position. • Know how to start and stop singing when following a leader. <p><u>Playing</u></p> <ul style="list-style-type: none"> • Know how to name untuned percussion instruments that are played in class. • Know how to treat instruments carefully and with respect. • Know how to listen to and follow musical instructions from a leader. <p><u>Improvisation</u></p> <ul style="list-style-type: none"> • Know that improvisation is making up your own tunes on the spot. • Know how to improvise using the three challenges. <p><u>Composition</u></p> <ul style="list-style-type: none"> • Know that everyone can compose. • Know how to create a simple melody using one, two or three or five notes. <p><u>Performance</u></p> <ul style="list-style-type: none"> • Know that an audience can include your parents and friends. • Know how they can add their ideas to the performance.
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- Linking</p> <ul style="list-style-type: none"> • Know how to apply 'champion gymnastics' to explore different movements that pupils can link together. • Know how to apply 'champion gymnastics' to develop the different movements that pupils can link together on apparatus. • Know how to apply 'champion gymnastics' to explore different ways pupils can perform the sequence. Jump, Roll, Balance. • Know how to apply 'champion gymnastics' to develop the different ways pupils can perform a sequence on apparatus, jump, roll and balance. • Know how to apply 'champion gymnastics' to create their own sequences. • Know how to perform their completed sequences. <p style="text-align: center;">Ball Skills- Hands 1</p> <ul style="list-style-type: none"> • Know how to dribble in order to keep control and possession of the ball. • Know how pass and receive in order to keep possession of the ball. • Know how to combine dribbling, passing and receiving in order to keep possession of the ball. • Know how to dribble in order to keep possession and score a point. • Know how to pass and receive in order to keep possession and score a point. • Know how to combine dribbling, passing and receiving in order to keep possession and score a point.
Computing	Online Safety Unit 2.2

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	<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. • 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 medicines can sometimes make people feel better when they're ill. • Know that a person can do things to feel better without use of medicines, if they are unwell. • Know how to explain simple issues of safety and responsibility about medicines and their use. • Know how to identify situations in which they would feel safe or unsafe. • Know that there are actions for dealing with unsafe situations including who they could ask for help. • Know how to identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. • Know that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation. • Know how to identify the types of touch they like and do not like. • Know how to identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. • Know that some touches are not fun and can hurt or be upsetting. • Know that they can ask someone to stop touching them. • Know how to identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. • Know how to identify safe secrets (including surprises) and unsafe secrets • Know how to recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.