

Non-Topic Termly Overviews

Year: 2

Term: Spring



Subjects	Objectives/Learning intentions
Science Little Masterchefs	Working Scientifically <ul style="list-style-type: none">• Ask simple questions and recognise that they can be answered in different ways• Observe closely, using simple equipment• Perform simple tests• Identify and classify• Use observations and ideas to suggest answers to questions• Gather and record data to help answer questions <ul style="list-style-type: none">• Describe the importance of hygiene• Identify and compare the suitability of a variety of everyday materials for particular purposes• Describe the importance of humans eating the right amounts of different types of food and hygiene• Identify and compare the suitability of a variety of everyday materials for particular purposes
Computing	E-Safety <ul style="list-style-type: none">• Understand the age rules for sites• Know the importance of keeping personal information private• Know where to go for help and support when they have concerns about content or contact online Programming (Coding) <ul style="list-style-type: none">• Add text strings, show and hide objects and change features of an object• Select sounds and control when they are heard, their duration and volume• Control when drawing appears and set the pen colour, size and shape• Specify user inputs (such as clicks) to control events• Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?)
Music	Listen and Appraise <ul style="list-style-type: none">• I know the Year 2 songs by heart• I know some songs have a chorus or a response/answer part• I know that songs have a musical style• I can learn how songs can tell a story or describe an idea• I can learn how to enjoy moving to music by dancing, marching, being animals or pop stars Musical activities Games <ul style="list-style-type: none">• I know that music has a steady pulse, like a heartbeat• I can find the pulse of the song on my own or with support• I know rhythms are different from the steady pulse• I can clap the rhythm of my name, favourite colour etc• I can listen to a rhythm and clap back• I know pitch is high and low sounds – we add them when we sing and play our instruments• I can listen and sing back

	<p>Singing</p> <ul style="list-style-type: none"> • I can sing our songs from memory and in unison • I can learn about voices, singing notes in different pitches - high and low • I can make different types of sounds with my voice – rapping or saying words in rhythm • I can start and stop singing when following a leader • I know that unison is everyone singing at the same time • I know why we need to warm up our voices <p>Playing</p> <ul style="list-style-type: none"> • I know the names of the notes in my part from memory or when written down • I know the name of the untuned percussion instruments played in class • I can play an instrumental part that matches my musical challenge – one-note, simple or medium • I can play my part in time with the steady pulse <p>Improvisation</p> <ul style="list-style-type: none"> • I know improvisation is making up your own tunes on the spot and it isn't written down – everyone can improvise! • I can improvise – I can clap/sing my own answers, I can play my own answer, I can improvise with one or two notes <p>Compositions</p> <ul style="list-style-type: none"> • I know composing is like a story with music – everyone can compose. • I can help to compose three simple melodies using one, three or five different notes <p>Performance</p> <ul style="list-style-type: none"> • I know performances can be big or small and to any size of audience • I can perform a song and say how I felt about it • I can add my ideas to the performance
PE	<p>To Acquire and Develop Skills</p> <p>Dance</p> <ul style="list-style-type: none"> • Move with careful control and coordination • Respond imaginatively to stimuli • Choose movements to communicate a mood, feeling or idea <p>Gymnastics</p> <ul style="list-style-type: none"> • Perform a variety of actions with increasing control and repeat accurately sequences of gymnastic actions • Hold a position whilst balancing on different points of the body • Stretch and curl to develop flexibility when working at different levels and using different body shapes • Jump in a variety of ways and land with increasing control and balance • Show contrasts (such as small/tall, straight/curved and wide/narrow) • Use equipment in a variety of different ways with increasing control and coordination <p>OAA</p> <ul style="list-style-type: none"> • Use simple plans and diagrams of familiar environments <p>To Select and Apply skills, tactics and compositional ideas</p> <p>Dance</p> <ul style="list-style-type: none"> • Compose and perform dance phrases and short dances that express communicate moods, ideas and feelings • Remember, repeat short dance phrases, showing greater control, co-ordination and spatial awareness <p>Gymnastics</p> <ul style="list-style-type: none"> • Choose, use and vary simple compositional ideas to create and perform a sequence (2 or 3 actions) • Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end • Adapt the sequence to include apparatus or a partner

	<ul style="list-style-type: none"> Use different combinations of floor, mats and apparatus, showing control, accuracy and fluency <p>OAA</p> <ul style="list-style-type: none"> Use skills to solve a basic challenge or problem <p>To improve and Evaluate</p> <ul style="list-style-type: none"> Talk about differences between their own and others' performance and suggest improvements <p>To have a knowledge and understanding of health and fitness</p> <ul style="list-style-type: none"> Understand how to exercise and describe how their bodies feel during different activities Uses equipment safely
PSHE	<p>Online Relationships and Internet Safety</p> <ul style="list-style-type: none"> I know the ways that people can access the internet I can explain the purpose and value of the internet in everyday life I can explain how to keep myself safe online in familiar and unfamiliar environments I understand that some content on the internet is factual and some is for entertainment (might not always be true) <p>Healthy Eating and Physical Activity</p> <ul style="list-style-type: none"> I know what a habit is and that they can be maintained, changed or stopped I can give examples of food and drink that affect dental health I can plan and prepare a range of healthy meals I can explain my routine for keeping good physical and mental health <p>Drug Education</p> <ul style="list-style-type: none"> I know about things that people can put into their body or on their skin and how these can affect how people feel
RE	<p>Sikhism</p> <p>What do Sikhs believe?</p> <ul style="list-style-type: none"> What do the 3 main duties of a Sikh look like in practice? (pray, work, give) How do Sikhs treat the Guru Granth Sahib? Why do Sikh men wear a turban? What does the khada stand for? How are Sikh children named? Why did Guru Nanak become a Guru? <p><u>Outcomes</u></p> <ul style="list-style-type: none"> Explain the basic beliefs of Sikhism. <p>There is only one God. God is without form, or gender. Everyone has direct access to God. Everyone is equal before God. A good life is lived as part of a community, by living honestly and caring for others. Empty religious rituals and superstitions have no value.</p> <ul style="list-style-type: none"> Give 3 examples of Sikh customs. Explain the 3 main duties of a Sikh. Explain the place of the gurus, particularly Guru Granth Sahib in the lives of Sikhs. <p>Salvation</p> <p>Why does Easter matter to Christians?</p> <ul style="list-style-type: none"> What are all the events of Holy Week?

	<ul style="list-style-type: none"> • What are the signs of the easter story in a Church? • Why is forgiveness important to Christians? • What are the times you have found it hard to forgive? <p><u>Outcomes</u></p> <ul style="list-style-type: none"> • Recognise that God, incarnation, gospel and salvation are part of the 'big story' of the Bible. • Tell stories of Holy Week and Easter and make a link with the idea of salvation (Jesus rescuing people). • Give at least 3 examples of how Christians show their beliefs about Jesus as saviour in church worship. • Think, talk and ask questions about whether the text has something to say to them and to Christians (e.g. about whether forgiveness is important), exploring different ideas, and how this relates to them.
DT Mechanics day	<p>To master practical skills</p> <p>Mechanics</p> <ul style="list-style-type: none"> • I can make a model that moves using a mechanism e.g. wheels, levers, sliders and hinges. • I can use construction kits for problem solving and to investigate simple mechanisms.
Cultural Capital	<p>Safer Internet Week</p> <p>Health Week</p>
English	<p><u>Writing</u></p> <p>Flotsam by David Wiesner</p> <ul style="list-style-type: none"> • instructions to make a sandcastle • recount narrative • setting description <p>The Day the Crayons Quit by Drew Daywalt</p> <ul style="list-style-type: none"> • letter <p>Fantastic Mr Fox – Roald Dahl</p> <ul style="list-style-type: none"> • wanted poster • non-chronological report about a fox • character description <p>Poetry</p> <ul style="list-style-type: none"> • sound collector/repetitive poem