

Year 2 Plan

Topic: Rocking Rainforest

Term: Spring 2 2016

	Week 1	Week 2	Week 3	Week 4 RE week	Week 5 Technical week
English	<p>To understand the possessive apostrophe (singular)</p> <p>To investigate the rainforest and its surroundings to write a description about it.</p>	<p>To learn to spell words with contracted forms</p> <p>To write an information poster about unusual creatures/animal in the rainforest</p>	<p>To understand and use subordination and co-ordination in sentences.</p> <p>To write sentences about the geographical similarities and differences between the UK and the rainforest.</p> <p>To write poems about rainforest creatures/animals</p>	<p>Easter Story <i>Palm Sunday</i> <i>Maundy Thursday</i> <i>Good Friday</i></p> <p>To use drama to respond imaginatively to the Easter Story.</p> <p>CC ICT- to record using flip cameras.</p> <p>To use past and present tenses correctly</p>	<p>To add suffixes to spell longer words, including- ment, ness, full, less, ly</p> <p>To understand the use of suffixes er, est, in adjectives and the use of ly to turn adjectives into adverbs.</p>
Maths	<p>To recall and use addition and subtraction facts to 20 and use related facts up to 100.</p>	<p>To add and subtract three digit numbers.</p>	<p>To identify and describe the properties of 2D shapes including the line of symmetry in a vertical line.</p> <p>To identify and describe the properties of 3D shapes</p>	<p>To recognize and use £ and pence to combine amounts.</p> <p>To solve simple problems in a practical context involving addition and subtraction of money, including giving change.</p>	<p>To solve $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ of an object/quantity.</p>
Science	<p>To know the common characteristics shared by all living things</p>	<p>To identify and name a variety of plants and animals in their habitats</p>	<p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p>	<p>To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain</p>	<p>To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain</p>

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Computing	To understand E-safety and the need to use Sid's Top Tips to navigate internet safely. To independently use child friendly search engines. To bookmark a page by creating a favourite.	To understand E-safety and the need to use Sid's Top Tips to navigate internet safely. To independently use child friendly search engines. To bookmark a page by creating a favourite.	To place objects/pictures in a simple table. CC science	To capture video clips. To download clips from a recording devise. CC literacy	To use font, style, colour, size to create mother days inserts. To be able to use spell check. To select print options.
RE AT1/AT2	AIM B- B2 To express creatively their own ideas- Who am I? Where do I belong?	AIM B- B1 To ask and respond to questions- Who is a Christian and what do they believe?	AIM A- A1 To explore the festival of Lent.	AIM A- A1 Why is Easter so important to Christians? AIM A- A2 To understand the events of Palm Sunday, Maundy Thursday and Good Friday. What could Christians today learn from these stories?	AIM C – find out about questions of right and wrong and begin to express their ideas and opinions in response. To write sentences - What is goodness?
Art	To draw a picture of Amazonian wildlife using colour, pattern and texture (picture broken into 4 scenes to create one picture)	To draw a picture of Amazonian wildlife using colour, pattern and texture (picture broken into 4 scenes to create one picture)			
DT			To use the technique of weaving to create an Amazonian environment.	To use a range of ingredients to make hot cross buns. To understand the symbolism of hot cross buns. cc RE	To select from and use a range of tools to make an Easter Card cc RE
Music	To play tuned and untuned instruments musically.	To select, create and combine sounds to represent the rainforest.	To play tuned and untuned instruments musically.	To select, create and combine sounds to represent the rainforest.	To play tuned and untuned instruments musically.
PE - Gymnastics	To learn to use entrances and exits on the apparatus.	Paired work To match partner's sequence.	Paired work To combine sequence with partner's.	To use different pathways when travelling.	To learn to combine a 'forward' step with a balance and a jump.

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		To develop peer observation and evaluation skills.	To develop peer observation and evaluation skills.	To use different speeds when travelling.	To combine side stepping with other travelling actions. To select and perform own movement sequence. Peer evaluations.
<i>Geography</i>	To use world maps, atlases to identify Uk and rainforests. Where are rainforests?	To research the different layers of the rainforest	To identify the key physical and human features of the rainforest.	To identify seasonal weather patterns in the Uk and the rainforest.	
<i>WWO/ PSHCE</i>	To practice the skill of co-operation	To practice the skill of co-operation	To practice the skill of negotiation	To practice the skill of negotiation	