



Year 2 – Spring 1

ect:	Unit: (Destination question, key learning)	Key Vocab:	At Home:	Educational Visits: (where appropriate)
Maths	Introduction to multiplication Learning outcomes: To be able to explain that objects can be grouped in different ways To be able to describe how objects have been grouped To be able to represent equal groups as repeated addition To be able to represent equal groups as repeated addition and multiplication To be able to represent equal groups as multiplication To be able to explain and represent multiplication when a group contains zero or one items To be able to identify and explain each part of a multiplication equation To be able to use knowledge of multiplication to calculate the product To be able to represent the two times table in different ways To be able to use knowledge of the two times table to solve problems To be able to explain the relationship between adjacent multiples of two To be able to explain that factor pairs can be written in any order To be able to represent counting in tens as the ten times table To be able to represent the ten times table in different ways To be able to explain the relationship between adjacent multiples of ten To be able to represent counting in fives as the five times table To be able to represent the five times table in different ways To be able to explain the relationship between adjacent multiples of five To be able to explain how groups of five and ten are related	grouped repeated addition equal groups multiplication factor pairs equations doubling halving	Hit the button Hit the Button - Quick fire maths practise for 6-11 year olds (topmarks.co.uk) Top marks maths Multiplication and Division Games for KS1 Children (topmarks.co.uk) BBC Multiplication and Division Games for KS1 Children (topmarks.co.uk) Oak Academy Unit - Oak National Academy (thenational.academy)	

	To be able to explain the relationship between multiples of five and ten			
English	Text: The journey home Focus: dialogue Story type : journey Letter, Persuasion.	inverted commas	BBC How do you have a conversation? KS1 English - BBC Bitesize BBC iPlayer - Bitesize Daily: 5-7 Year Olds - English: 4. Dialogue BBC iPlayer - Bitesize Daily: 5-7 Year Olds - English: 4. Dialogue	
Science	<p>Uses of everyday materials</p> <p>Key Questions Which material is suitable? What are the properties of materials?</p> <p>Unit outcomes Pupils who are secure will be able to: Name objects with the same use that are made from different materials. Name materials that are used to make objects with different uses. Recognise that stretching, twisting, bending and squashing can cause some solid objects to change shape. Name properties that make materials suitable for their use.</p> <p>Working Scientifically Measure using non-standard units. Recording results in a table. Use data to answer a simple question. Record results in a block graph.</p> <p>To know: Objects are made from materials that suit their uses. One material can be used for a range of purposes. Different materials can be used for the same purpose. A push or pull must be applied to change the shape of a solid object. Solid objects can be stretched, twisted, bent or stretched.</p>	bend block graph elastic fabric flexible glass material metal object plastic property pull push record rock squash stretch suitable twist wood		

	Different solid objects may take different amounts of force to change shape.			
Geography	<p>Why is our world wonderful</p> <p>Key questions: What are some of the UK's amazing features and landmarks? Where are some of the world's most amazing places? Where are our oceans? What is amazing about our local area? Why are natural habitats special? How can we look after natural habitats?</p> <p>Unit outcomes Identify and locate characteristics of the UK on a map. Identify human and physical features. Locate human and physical features on a world map. Explain the difference between oceans and seas. Name and locate the five oceans on a world map. Use an aerial photograph to draw a simple sketch map. Collect data by sketching findings on a map and completing a tally chart. Present their findings in a bar chart.</p>	aerial photograph capital city continent country data collection fieldwork human feature key lake land landmark locate location map north physical feature ocean OS map river sample sea scale symbol tally chart vegetation		
RE	Islam (Ramadan/Eid) Who is Allah and how do Muslims worship him?			
Art	<p>Y2 Life in colour Media: Painting and mixed media</p> <p>Unit outcomes: Name the primary and secondary colours. Talk about the colour changes they notice and make predictions about what will happen when two colours mix.</p>	Collage detail mixing overlap primary colour secondary colour surface texture	BBC BBC Two - Watch, Art Start - Painting, Colour mixing from primary colours National Oak Academy Mixing colours workshop (thenational.academy)	

	<p>Describe the colours and textures they see.</p> <p>Try different tools to recreate a texture and decide which tool works best.</p> <p>Show they can identify different textures in a collaged artwork.</p> <p>Apply their knowledge of colour mixing to match colours effectively.</p> <p>Choose collage materials based on colour and texture.</p> <p>Talk about their ideas for an overall collage.</p> <p>Try different arrangements of materials, including overlapping shapes.</p> <p>Give likes and dislikes about their work and others'.</p> <p>Describe ideas for developing their collages.</p> <p>Choose materials and tools after trying them out.</p>			
Music	<p>How Does Music Make the World a Better Place?</p> <p>Key skills</p> <p>Improvisation</p> <p>Composition</p> <p>Performance</p>	<p>Keyboard,</p> <p>drums,</p> <p>bass,</p> <p>electric guitar,</p> <p>saxophone,</p> <p>trumpet,</p> <p>pulse,</p> <p>rhythm,</p> <p>pitch,</p> <p>improvise,</p> <p>compose,</p> <p>audience,</p> <p>question and answer,</p> <p>melody,</p> <p>dynamics,</p> <p>tempo,</p> <p>perform/performance,</p> <p>audience,</p> <p>rap,</p> <p>Reggae,</p> <p>glockenspiel.</p>		
Computing	<p>Creating media - Digital photography</p> <p>Learning objectives</p> <p>To use a digital device to take a photograph</p> <p>To make choices when taking a photograph</p>	<p>device,</p> <p>camera,</p> <p>photograph,</p> <p>capture,</p> <p>image,</p>		

	<p>To describe what makes a good photograph</p> <p>To describe how photographs can be improved</p> <p>To use tools to change an image</p> <p>To recognise that photographs can be changed.</p>	<p>digital,</p> <p>landscape,</p> <p>portrait,</p> <p>framing,</p> <p>subject,</p> <p>compose,</p> <p>light sources,</p> <p>flash,</p> <p>focus,</p> <p>background,</p> <p>editing,</p> <p>filter,</p> <p>format,</p> <p>framing,</p> <p>lighting,</p>		
PSHE	<p>Citizenship</p> <p>Unit outcomes</p> <p>Recognise that different rules apply in different situations.</p> <p>Explain what makes a good school environment.</p> <p>Recognise that everyone in school has a responsibility to maintain the school environment.</p> <p>Identify some jobs that people do to keep the local area pleasant.</p> <p>Recognise some local job roles that help the community.</p> <p>Recognise similarities and difference between people in the local community.</p> <p>Explain that differences should be respected.</p> <p>Explain how the school council works.</p> <p>Share their opinions on things that matter.</p> <p>Key knowledge</p> <p>To know some of the different places where rules apply.</p> <p>To know that some rules are made to be followed by everyone and are known as 'laws'.</p> <p>To know some of the jobs people do to look after the environment in school and the local community.</p> <p>To understand how democracy works in school through the school council.</p>	<p>election</p> <p>environment</p> <p>identity</p> <p>job</p> <p>opinion</p> <p>rule</p> <p>school council</p> <p>volunteer</p> <p>vote</p>		

	To understand that everyone has similarities and differences.			
PE	Rugby Gymnastics			