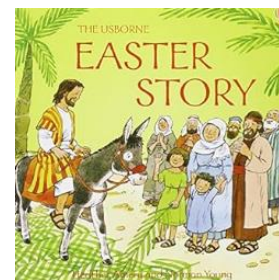
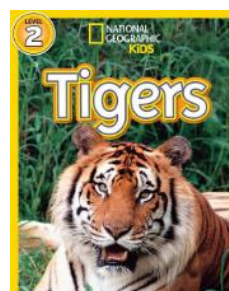
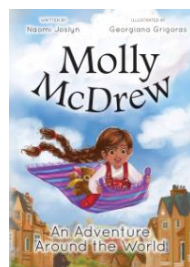
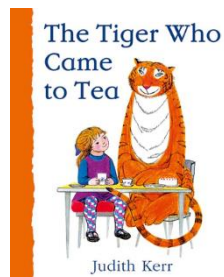


## Spring 2:

### Texts:



### Home learning:

- Read at least 4 times a week at home (Reading record to be signed by an adult).
- Spelling (Yr 1 and 2)
- TT rockstars (Yr 1 and 2)
- Active learn phonic activities (Reception)

**Literacy:** Letter, recount, story, newspaper article.

**Maths:** Yr 1 - Addition and subtraction within 20 Yr 2 – Money Reception: Numbers to 20, ordering, shapes, patterns, measurement, simple additions and subtractions.

<b>Subject:</b>	<b>Subject topic:</b>	<b>Topic specific vocabulary:</b>	<b>Sticky knowledge / skills:</b>
Science Yr2	Growing plants	<ul style="list-style-type: none"> <li>- Growth</li> <li>- Light, soil, water</li> <li>- Needs</li> <li>- Flourish</li> <li>- Seed, bulb</li> <li>- Equipment</li> <li>- Observing</li> <li>- Planting</li> <li>- Life cycle</li> </ul>	<p>Children will explore how seeds and bulbs grow into mature plants. They will investigate what plants need to grow and will find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Children will discover where seeds come from by investigating fruits and seeds in their local environment. They will carefully observe and sort seeds and will also recognise how some plants are able to grow from bulbs. They will plant a variety of seeds, describing how they grow. Children will have the opportunity to plant seeds and to observe growth.</p> <p>Working Scientifically, children will observe seeds and plants using simple equipment. They will ask simple questions about what plants need to grow and they will perform simple tests recognising that their questions can be answered in different ways. They will observe and measure the growth of the plants over time.</p>

			This unit builds on the work children have completed in Year 1 Plants.
<b>Science Yr1</b>	Plants	<ul style="list-style-type: none"> <li>- Flowers</li> <li>- Trees</li> <li>- Category</li> <li>- Plants</li> <li>- Growth</li> <li>- Soil</li> <li>- Water</li> <li>- Sun</li> <li>- Observe</li> <li>- Identification</li> </ul>	<p>This unit will introduce children to the idea of plants as living things which grow and change over time. Children will work towards answering the Quest question, 'How can we make a plant identification kit?' The unit will encourage children to recognise the common features, similarities and differences between plants. Children will learn about the basic structure of a variety of common flowering plants, including trees. They will identify, name and describe the main parts of plants, including trees. They will learn that trees are plants and will learn the meaning of 'evergreen' and 'deciduous' when describing and comparing trees. Children will describe and compare common plants and trees in their local environment and will learn specific vocabulary relating to trees, e.g. trunk, bark etc. They will have the opportunity to plant, grow and observe their own plants throughout the unit.</p> <p>Children will consider how to treat plants as living things with care. At the end of the unit, children will create a model plant, a record of local plants and an identification kit for plants in their local area.</p> <p>Working Scientifically, children will focus on observing closely using simple equipment, naming and grouping and recognising similarities and differences between plants. Children will make and record their observations and will also have the opportunity to gather and record data in a simple way to help in answering questions.</p> <p>This unit builds on any work children have done in the Foundation Stage. This is the introductory unit on plants and lays the foundations for future work in this area.</p>
<b>Understanding the World Reception</b>	Forest school	<p>Exploring for the early signs of spring: buds, shoots, first flowers</p> <p>Learning the names of the spring flowers on site and taking care not to trample them.</p>	

		<p>Focus on bees, and beginning to explore pollination, and the link between flower and seed.</p> <p>The time to plant new seeds to grow vegetables.</p> <p>Learning to identify nettles and brambles to keep us safe from stings and scratches.</p> <p>Life cycle of butterflies - caterpillar, chrysalis, butterfly, metamorphosis.</p> <p>Developing confidence with using tools and working with fire. Using fire strikers to start fires.</p>	
<b>RE Yr1 and 2</b>	Why does Easter matter to Christians?	<ul style="list-style-type: none"> <li>- Easter</li> <li>- Crucifixion</li> <li>- Tomb</li> <li>- Palm leaves</li> <li>- Christians</li> </ul>	Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). Recognise that Jesus gives instructions about how to behave. Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.
<b>RE Reception</b>	Why do Christians put a cross in an Easter Garden?	<ul style="list-style-type: none"> <li>- Easter</li> <li>- Crucifixion</li> <li>- Tomb</li> <li>- Palm leaves</li> <li>- Christians</li> <li>-</li> </ul>	<p>Tell stories of Holy Week and Easter from the Bible.</p> <p>Identify the Easter story as a Christian story.</p> <p>Recognise the Bible as the holy book for Christians.</p>
<b>History Reception</b>		-	
<b>History Yr 1 and 2</b>		-	
<b>Geography Reception</b>	Changes around us.	<ul style="list-style-type: none"> <li>- Seasons winter, spring, summer and autumn</li> <li>- Hot, cold, wet, dry</li> <li>- Weather</li> <li>- Change / difference</li> </ul>	<p>Children will be able to name each of the four seasons and give a simple explanation of each season such as, we wore hats in winter to keep us warmer.</p> <p>Children will be able to name and identify different types of weather and explain simple impacts of them eg. When it is hot I need to wear sun cream to stop my skin burning.</p> <p>Children will be able to explain the differences and similarities between weather and seasons.</p>

<b>Geography year 1 and 2</b>	Continents and oceans.	<ul style="list-style-type: none"> <li>- 7 continents</li> <li>- Asia, Africa, North America, South America, Europe, Antarctica, Australia</li> <li>- Oceans, sea: Pacific Ocean, north sea, Atlantic ocean, Indian ocean, Baltic sea, Mediterranean sea, south China sea, red sea, dead sea, black sea.</li> <li>Atlas</li> </ul>	<p>Children can name and find all 7 continents using an Atlas and will be able to start to say which countries are in which continents.</p> <p>Children will be able to name several seas and oceans around the world and again locate these on an Atlas.</p> <p>Children will begin to make connections and links between weather and continents. Explain the main features of hot and cold places.</p> <p>Children can point out where the equator, north pole and south pole are on a globe or atlas?</p>
<b>PE</b>	Games	<ul style="list-style-type: none"> <li>- Teamwork</li> <li>- Working together</li> <li>- Taking turns</li> <li>- Equipment</li> </ul>	<p>Children will be able to take turns, be a team player and cheer on others within each team. Children will be able to learn a set of simple (becoming more complex) rules of games played and practised within PE.</p> <p>Children we be able to use equipment sensibly such as how to hold a bat and what it is used for.</p>
<b>Art</b>		-	
<b>DT</b>	Playgrounds	-	<ul style="list-style-type: none"> <li>- Children will be able to complete the design, make and review model of DT.</li> <li>- Children will be able to reflect on what well and what they could have improved on.</li> <li>- Children to discuss what materials they used and why</li> <li>- Children to plan and use their planned ideas to create their idea.</li> </ul>
<b>Computing Reception</b>	General skills	<ul style="list-style-type: none"> <li>- Laptop</li> <li>- Mouse pad</li> <li>- Keyboard</li> <li>- On / off button</li> <li>- Screen</li> </ul>	Children will be able to open and turn on a laptop and log in with little support.
<b>Computing Year 1 and 2</b>	Technology out of school	<ul style="list-style-type: none"> <li>- Technology</li> <li>- Types and purpose</li> <li>- Editing</li> <li>- Devices</li> <li>- Copying</li> </ul>	Use of 2Dos • Saving, opening and editing work • Sharing work • Copying and pasting • Mouse, keyboard and device skills

		- Paste	
<b>Music</b>		-	
<b>PSHE</b>	Being responsible	<ul style="list-style-type: none"> <li>- Rules</li> <li>- Good choices/ bad choices</li> <li>- Environment</li> <li>- Needs</li> <li>- Situations</li> <li>- Responsibilities</li> <li>- Opinions</li> </ul>	<p>Understanding what rules are and why different rules are needed for different situations.</p> <p>Recognising that people and other living things have different needs and understand the responsibilities of caring for them.</p> <p>Explaining things, they can do to help look after their environment.</p> <p>Exploring the different roles/responsibilities people have.</p> <p>Sharing opinions on things that matter to them.</p>