

Becontree Primary School
Year 2 Medium Term Overview of Learning (Spring A)

<p>Writing</p>	<p>The Crow's Tale by Naomi Howarth</p> <p>The Write Stuff Unit To explore how woodland creatures survive in winter.</p>	<p>The Crow's Tale by Naomi Howarth</p> <p>To write effective sentences for our story. Steps to Success: Repetition for effect Adverbial phrase - preposition Noun phrase To write effective sentences for our story. Steps to Success: Fronted adverbial Inner thoughts Punctuation (question mark & exclamation mark) To write effective sentences for our story. Steps to Success: Questions repeated for effect Adjectives Simile</p>	<p>The Crow's Tale by Naomi Howarth</p> <p>To write effective sentences for our story. Steps to Success: Verbs Vocabulary & subordinating conjunction Vocabulary & subordinating conjunction To write effective sentences for our story. Steps to Success: Time adverbial Commas in a list Question & command To explore how animals are affected by different weather types.</p>	<p>The Crow's Tale by Naomi Howarth</p> <p>To write effective sentences for our story. Steps to Success: Onomatopoeia Alliteration Adjectives To write effective sentences for our story. Steps to Success: Expanded noun phrase Feelings Question in speech To explore how people's feelings can be hurt.</p>	<p>The Crow's Tale by Naomi Howarth</p> <p>To write effective sentences for our story. Steps to Success: Repetition for effect Adjective Moral Independent writing – To write a sequel to the story</p>	<p>The Crow's Tale by Naomi Howarth</p> <p>Independent writing – To write a sequel to the story</p>
<p>Handwriting</p>	<p>Differentiated. Focus on unit 5: 'joining the letter s' Nelson unit - Yellow</p>	<p>Differentiated. Focus on unit 6: 'joining from the letter r' Nelson unit - Yellow</p>	<p>Differentiated. Focus on unit 7: 'joining to and from the letter a' Nelson unit - Yellow</p>	<p>Differentiated. Focus on unit 8: 'joining from and to the letter e' Nelson unit - Yellow</p>	<p>Differentiated. Focus on unit 9: 'joining to and from the letter o' Nelson unit - Yellow</p>	<p>Differentiated. Focus on unit 10: 'joining to the letter y' Nelson unit - Yellow</p>
<p>Maths</p>	<p>Tell the time on an analogue clock: quarter past, quarter to and five minute intervals</p> <p>Calculate durations of time in minutes and seconds</p>	<p>Sequence daily events</p> <p>Minutes in an hour and hours in a day</p>	<p>Part-whole relationships</p> <p>Fractions as part of a whole or a whole set</p>	<p>Relate fractions to division</p> <p>Equivalent fractions</p>	<p>Illustrate, represent and explain addition and subtraction involving regrouping including 'Make Ten', 'Round and adjust' and near doubles strategies</p>	<p>Illustrate, represent and explain addition and subtraction involving regrouping including 'Make Ten', 'Round and adjust' and near doubles strategies</p>

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Computing	Programming A – Robot algorithms 1. Giving Instructions.	Programming A – Robot algorithms 2. Same but different	Programming A – Robot algorithms 3. Making predictions	Programming A – Robot algorithms 4. Mats and routes	Programming A – Robot algorithms 5. Algorithm design	Programming A – Robot algorithms 6. Break it down
Foundation Subjects –	Science – Materials Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard, for particular uses. Using observations and ideas to suggest answers to questions. Performing simple tests and recording data. Gathering and recording data to help in answering questions. Observing closely, performing simple tests and using observations to suggest answers to questions, and gathering and recording data to help in answering		History Understand the plague and why it spread quickly. Know the symptoms of the plague and will understand why it doesn't affect many people anymore.	History To know where and when the Great Fire began and why it spread quickly. To know what stopped the Great Fire. To be able to explain where and when the Great fire of London started, why it spread quickly and what stopped it. To be able to discuss how the Great Fire helped to prevent The Plague from spreading any further.	Art To use painting to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To use primary colours to colour mix to create secondary colours. To create a Great fire of London picture using colour wash and colour mixing.	Art To use a range of materials creatively to design and make products. To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. To develop sketching skills.
Music Charanga music scheme (Taught across the 6 weeks)	Explore Feelings Through Music <ul style="list-style-type: none"> • To learn to sing a song. • To consider how songs make us feel. • To play an instrumental part on the recorder. • To listen and respond to a Rock 'n' Roll song. 					

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<p>PSHE Relationships - VIPS</p>	<p>Who are your VIPs? I can talk about the very important people in my life and explain why they are special.</p>	<p>Families: I can describe why families are important.</p>	<p>Friends: I can describe what makes someone a good friend.</p>	<p>Falling out: I can describe ways to help work out arguments and disagreements.</p>	<p>Working Together: I can cooperate with others to achieve a task.</p>	<p>Showing you care: I can describe how I show that I care about others.</p>
<p>RE How does special food and fasting help people in their faith (all religions)?</p>	<p>Lesson 1 What is fasting and why do people do it?</p>	<p>Lesson 2 How would I feel if I had to go without food?</p>	<p>Lesson 3 Why do Muslim people fast in Ramadan?</p>	<p>Lesson 4 What special food do Muslim people share at Eid?</p>	<p>Lesson 5 Why do Christian people fast in Lent?</p>	<p>Lesson 6 What do Christians do before Lent?</p>
<p>PE</p>	<p>Indoor: Fitness To learn how to run for a long time. Outdoor: Striking and Fielding To track a rolling ball and collect it.</p>	<p>Indoor: Fitness To develop jumping in a long rope using timing. Outdoor: Striking and Fielding To develop underarm throwing and catching to field a ball.</p>	<p>Indoor: Fitness To develop co-ordination in individual skipping. Outdoor: Striking and Fielding To develop overarm throwing to limit a batter's score.</p>	<p>Indoor: Fitness To develop stamina and change of direction. Outdoor: Striking and Fielding To develop hitting for distance to score more points.</p>	<p>Indoor: Fitness To explore exercises to develop strength. Outdoor: Striking and Fielding To be able to get a batter out.</p>	<p>Indoor: Fitness To develop agility, balance and co-ordination. Outdoor: Striking and Fielding To understand the rules of the game and use these to play fairly.</p>