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| **Year group: 2** | | | **Term: Spring 1** |
| **Subject** | **Strand** | **Unit of work title / Overview** | |
| **English** | *Reading* | Continue using VIPERS, developing comprehension skills. | |
| *Writing* | Writing to inform, including instructions and a report. | |
| *Phonics/Spelling* | Read Write Inc. Recapping all set 2 and 3 sounds. Year 1 and Year 2 Common Exception Words. | |
| *Grammar* | Four sentence types. Conjunctions. Adjectives and adverbs. Suffixes. | |
| *Punctuation* | Accurately punctuate a sentence in line with the sentence type. Commas to separate items in a list. | |
| **Maths** | *Mental calculations* | 2, 5, 10 times-tables. | |
| *Written calculations* | Multiplication and division. One step and two step word problems. | |
| *Units of work* | Money – counting and comparing amounts of money. Calculating with money including making a pound, finding change and two step problems.  Multiplication and division – Recognising and making equal groups, introduction of multiplication symbol, using arrays. Division by 2, 5, and 10s. Doubling and halving. Odd and even numbers. | |
| **Science** | *Working scientifically* | Identifying, classifying and grouping. Performing simple tests. Gathering and recording data. Asking simple questions. | |
| *Units of work* | Animals including humans. Focussing on the importance of health and hygiene by classifying food into food groups and the importance of a balanced diet. Investigating the effects and importance of exercise for the human body. | |
| **Spanish** | *Units of work* | Las estaciones - The seasons | |
| **Geography** | *Units of work* | Focus on Bombo, Uganda, studying the human and physical features and comparing them to the human and physical features of Bramhope. | |
| **D.T.** | *Units of work* | Mechanisms. Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement to create a moving monster. | |
| **Music** | *Musician* | Wolfgang Amadeus Mozart | |
| *Units of work* | Exploring feelings through music. How does music make the world a better place? Appraising music and learning about Mozart’s life and musical compositions. | |
| **RE** | *Units of work* | How do people pray? Looking at the different religious and spiritual ways of life about prayer: the practice, symbols, words and significance of prayer. | |
| **Computing** | *Units of work* | Learning how to use Microsoft Word to create a poster. | |
| **PE** | *Units of work* | Gymnastics. Developing flexibility, strength, technique, control and balance. Performing dance using a range of movement patterns. | |
| **PSHE** | *Units of work* | Living in the wider world. Exploring different jobs that people in the community do. The role of internet in everyday life and how digital devices can be used safely to communicate. | |