

# Class 2- Spring Theme

## Reading

Develop pleasure in reading, motivation to read, vocabulary and understanding by:  
 Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes  
 Read accurately words of two or more syllables that contain the same graphemes as above  
 Read words containing common suffixes  
 Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

## Grammar

Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)  
 Expanded noun phrases to describe and specify [for example, the blue butterfly]  
 The present and past tenses correctly and consistently including the progressive form  
 Subordination (using when, if, that, or because) and coordination (using or, and, or but)

## Class 2- Learning which is irresistible, memorable and meaningful

### Music

To listen to high quality live and recorded music  
 To focus on an artist and a piece of music and recreate our own version to record- in the form of a class song.

Space themed recreate moods and atmosphere of walking on the moon.  
 African Themed Music and Instruments- make our own instrument for an end of term display in the

## Writing

Texts- Spr 1- Bob Man On The Moon, Bob and the moorhens mystery- Allen Poetry ( Sea of Tranquility linked to Neil Armstrong History)  
 Spr 2- The Leopards Drum, Zama the rabbit- Alligator Mama Poetry  
 (Poems learnt off by heart throughout the term)  
 Encapsulating what they want to say, sentence by sentence  
 Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils  
 Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form  
 Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]  
 Learning the possessive apostrophe (singular) [for example, the girl's book]  
 Distinguishing between homophones and near-homophones  
 Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly

## Speaking and Listening

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments  
 Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas  
 Speak audibly and fluently with an increasing command of Standard English and participate in discussions, presentations, performances, role play, improvisations and debates

## Art and Design

Create individual and group collages  
 Experiment with a variety of pencils, rubbers, felt tips, charcoal and chalk. And experiment with a variety of materials  
 Focus in spring 1-  
 Sketches of the moon/ rockets or space  
 Color pattern texture by create a space scene and building it up with tissue paper for craters. Could create a collage?  
 Spring 2- could link to geography and photos or local area to sketch using charcoal/ pastels?

## Mathematics

Count in steps of 2 and 5 from 0 and count in steps of 10 from any given number both forwards and backwards  
 Recognise the value of each digit in a 2 digit number and represent numbers using different representations including the number line  
 Add and subtract numbers to 100 using + and - and read and write numbers to 100 using numerals and words  
 Problems with addition and subtraction using concrete objects and pictorial representation involving quantities and measurement; Applying their increasing knowledge of mental and written methods  
 Recall and use addition and subtraction facts to 20 and derive and use related facts up to 20  
 Know that addition of two numbers can be done in any order (commutative) and subtraction of one number from another commutative  
 Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, recognizing odd and even numbers  
 Identify mathematical systems for multiplication and division within the multiplication tables (up to 10 x 10) and write them using x and = signs. Also show that multiplication can be done in any order (commutative) and division of one number by another commutative  
 Solve problems involving division using mental, arrays, multiplication/division facts and repeated addition, including problems in context.  
 Recognise, name and write fractions 1/2, 1/3, 2/4 and 1/4 of a length, shape, set of objects or quantity. Also, write simple fractions (example 1 of 6 = 1/6)  
 Measure and use appropriate standard units to estimate and measure mass (kg/g) to the nearest appropriate unit using scales and compare and order mass using > and < symbols  
 Recognise and use symbols for pounds (£) and pence (p); combine to make particular values and find different combinations of coins that equal the same amount  
 Solve simple problems in a practical context involving addition and subtraction of money of the same unit, involving giving change  
 Tell and write time to 5 minutes on analogue/digital clock and draw hands on a clock face to show these times  
 Identify and describe the properties of 2D shapes, including the number of faces, edges and vertices and to compare and sort common 2D, 3D shapes and everyday objects  
 Order and arrange combinations of mathematical objects in patterns and sequences and use mathematical vocabulary to describe position, direction and movement on a straight line and distinguishing between motion as a turn and in terms of right angles for 1/4 and 1/2 turns clockwise

## Design Technology

Plan and describe what they need to create and materials needed  
 Roll paper to create tubes and cut along lines straight or curved  
 Discuss their work as they progress and to describe their models and methods of planning.  
 Focus in Spring 2- Art in Spring 1  
 Make an African drum for Oseba - linked to music also.  
 Mud clay huts for the animals in the story of Leopard's drum.

## History

Why were Neil Armstrong and Christopher Columbus brave people?  
 Significant people from History- the lives of significant individuals in the past who have contributed to national and international achievements.  
 Amazing journey theme linked to topic and Literacy. Spr 1 - Neil Armstrong linked to Space and Spr 2- Christopher Columbus. (Sea of tranquility- Literacy book linked)

## Science

Physical Processes-  
 Electricity- spr 1- bulbs and circuits- can we light up a rocket? Or can we light up the sun?  
 Can they make a bulb go on and off in a circuit? Can they say what happens when batteries are added? Can they explain a circuit?  
 Sound- spr 2- where did that rocket come from?  
 Can they describe ways of making sounds? Can they explain what makes a sound higher or lower? Can they explain how loudness in a pitch can be altered? LIGHT- can they compare brightness of lights? Can they explain what dark is using words like shadow?  
 Link to space and leopards drum- cross curricular

## Computing

I can tell you the order I need to do things to make something happen and talk about this as an algorithm  
 I can program a robot to do particular tasks  
 I can watch a program execute and spot where it goes wrong so that I can debug it  
 I can look at my friend's program and tell you what will happen  
 Using beebot- direction and positional language- linked to geography, topic and maths. Also branching database and collecting information using graphs to represent- link to maths also.  
 Ongoing ICT with art work also- pictures and print

## Geography

Where would you prefer to live England or Africa?  
 Name and locate continents and oceans  
 Name and locate four countries and capital cities compare to the UK  
 Look at one country in detail (Uganda) and locate on a Map/ Globe- compare.  
 Seasonal and daily weather patterns- ongoing through class books/ wall chart and daily observations through different ability groups.

## Religious Education - How can we make good choices?

Reflection on how spiritual and moral values relate to their own behaviour  
 Recognise that religious teachings and ideas make a difference to individuals, families and the local community.

## Physical Education

Perform dances using simple movement patterns.  
 Master basic movements including running, jumping, throwing and catching, as well as  
 Developing balance, agility and co-ordination, and begin to apply these in a range of Activities.

## History/ Geography of Africa

Tryp out to Map/ Globe/ Space theme to African themed day in the hall- African day African artefacts.

## ICT

Examination of online term, working on drawing and catching within a competitive game.  
 Dance routines and movements to African music.  
 Weekly sessions with Big Cat for ball games and