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| **CHINA**  **SPRING 1** | | | | | | |
|  | 4th Jan (3days) | 11th Jan | 18th Jan | 25th Jan | 1st Feb | 8th Feb |
| **English** | Cinderella  Identify and know the purpose of adjectives  Write expanded noun phrases | Yeh Shen  Use apostrophes for singular possession – grammar lesson yr2 | Willow Pattern Story  Form adjectives using –ful, -er, -est and –less (link with spelling)  Identify and know the purpose of adjectives  Write expanded noun phrases | Willow Pattern Story  Form adjectives using –ful, -er, -est and –less (link with spelling)  Identify and know the purpose of adjectives  Write expanded noun phrases | Dragons in the City | Dragons in the City |
| **Reading** | Whole class reading  Yun and the Ice Spirit – Bug Club | Guided Reading | Whole Class Reading | Whole Class Reading | Whole Class Reading | Whole Class Reading |
| **Science**  **Seasons – comparing weather** | Learning Progression:  Y2 Ask simple questions about their experiences and observations of objects, living things or events. Make measurements using non‐standard and standard units of measure.  Use equipment, provided for observation and measuring, correctly. Observe closely. Report on and record findings as drawings, photographs, labelled diagrams, orally, as displays, or in simple prepared tables or charts. | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Observe changes across the seasons | Observe the weather associated with the seasons | Observe the weather associated with the seasons | Observe the weather over time.  Become aware of day length | Consider the effects the weather has | Could do Chinese weather here |
| **Topic**  **Geography** | Learning Progression:  Y2 Name and locate the world’s seven continents and five oceans. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a non-European country. Identify seasonal/daily weather patterns (Basic weather symbols) in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.  Use basic Geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather)  and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non-European country. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features: devise a simple map; and use and construct basic symbols in a key. | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Continents  Label continents/ listen to song | Where is China and UK? - population | China – physical features Great Wall of China | Flag and Currency  Comparing flags and money | Mandarin language and writing | Chinese New Year |
| **Art/DT** | Learning Progression:  Yr 2 Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook. Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects. | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| How to make thick and thin lines using a paintbrush  Making different shades of blue | Willow tree painting  Explore patterns and try to sketch in books using blue pencil | Practise ideas in sketch book | Create own versions on paper plates | Art using brushes Chinese writing | Chinese lantern |
| **Music**  **I want to play in a band**  **Charanga Y2 units** | Learning Progression:  Y2 Notice how music can be used to create different moods and effects and to communicate ideas. Begin to listen, with respect, to other people’s ideas and feelings towards the music you have listened to. Begin to understand the importance of and why we warm up our voices, the importance of good posture, breathing in phrases (sentences) and projecting our voices. Knowing how to join in and stop as appropriate – learn how to follow a leader / conductor | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Zoo time- Listen and appraise | Learn the song just with voices | Look and drum rhythms- can we follow the beat of the song? | Learn to play along with the song using different percussion. | Improvise with the percussion | Perform the song |
| **PE** | Learning Progression:  Y2 Games - Improve the way they coordinate and control their bodies and a range of equipment. Remember, repeat and link combinations of skills. Choose, use and vary simple tactics Recognise and describe what their bodies feel like during different types of activity.  Yoga - Choose, use and vary simple compositional ideas in the sequences they create and perform. | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Outdoor – Hockey stick skills.  Indoor – Yoga | | | | | |
| **French** | Learning Progression:  Y2 Listening Recognise some of the words taught when spoken out loud by the teacher Speaking Say & repeat standard language (sometimes asking for words or phrases to be repeated Reading Read and understand short written phrases. Read out loud familiar words and phrases.  Culture Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Je m’appelle –name-  [http://www.viewpure.com/ reoaRW0axqg?start=0&end=0](http://www.viewpure.com/%20reoaRW0axqg?start=0&end=0) | French culture  https://www.bbc.co.uk /bitesize/clips/zmn2tfr | Revisit Parts of the body  Head shoulders, knees and toes  [http://www.viewpure.com /0EFXCdryyRM?start=0&end=0](http://www.viewpure.com/0EFXCdryyRM?start=0&end=0) | Numbers to 10 / 20  [https://www.bbc.co.uk/bitesize/ topics/zpy8q6f/resources/1](https://www.bbc.co.uk/bitesize/%20topics/zpy8q6f/resources/1) to play hopscotch | Colours  Bingo | Family  2 Simple |
| **PSHE** | Learning Progression:  Y2 I can work collaboratively with a group to solve problems or achieve an end product. I can explain some of the ways to work in a group. I can choose a realistic goal and think about how to achieve it. I can persevere even when I find tasks difficult. | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| New year’s Resolutions Goals to Success.  My Learning Strengths |  | Achieving Together  Stretchy Learning |  | Overcoming Obstacles  Celebrating My Success |  |
| **RE** | Learning Progression:  Y2 tell a Christian (Sikh etc.) story and say some things that people believe in. | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|  | Special words and stories  Christianity and Buddhism  Bible stories, nativity |  | Special words and stories  Christianity and Buddhism  <https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-buddhist-story-of-siddhartha-and-the-swan-and-the-monkey-king/zfkcwty> |  | Special words and stories  Buddhism  Festival of Wesak  Espresso  [http://www.bl.uk/learning/ cult/sacred/stories/](http://www.bl.uk/learning/%20cult/sacred/stories/) |
| **Computing**  **Chinese dragon graphics** | Learning Progression:  Y2 Select and use appropriate tools to create pictures and patterns. Control the pen and then flood fill pictures. Save work. Select and add stamps or clipart to a picture. Begin to add basic effects to sections of text changing the font size and colour. Continue to take photographs developing independence. Sound and music Record videos for a range of purposes. Use a range of tools to independently record sound. Use a computer to compose record basic rhythms. | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Espresso dragons | 2 simple | 2 simple | Adapting a photo- adding clip art | Adapting a photo- adding clip art | Writing in Chinese |

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| CHINA  Spring 2 | | | | | | | |
| **SPRING 2** | 22nd February | 1st March  World Book day 4th | | 8th March | 15th March | 22nd March | Easter break |
| **English** | Non-fiction - China  Avoid using ‘and’, ‘but’ or ‘so’ after a full stop | Non-fiction - China  Write expanded noun phrases  Use ‘when’, ‘if’, ‘that’ and ‘because’ to extend sentences  Use apostrophes for singular possession | | Assessment | Magic Paint Brush  Use words that are appropriate to the type of writing | Magic Paint Brush | . |
| **Science**  **Senses – sense organs- taste** | Learning Progression:  Y2 Gather and record data in appropriate ways with increasing independence to help in answering questions. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions with support/as a group. Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables with support/as a group. Participate actively in reporting on findings as part of a group. Make suggestions on appropriate ways to record findings either as a group or individually | | | | | | |
| Week 1 | Week 2 | | Week 3 | Week 4 | Week 5 | Week 6 |
| Hearing | Touch | Smell | | Taste | Using our senses | Investigation |
| **Geography**  **Compare & contrast a small area of the United Kingdom with that of a non-European country.** | Learning Progression:  Y2 Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a non-European country. | | | | | | |
| Week 1 | Week 2 | | Week 3 | Week 4 | Week 5 | Week 6 |
| Comparing weather | Comparing farming | | Comparing schools | Comparing Food and culture | Chinese Day – |  |
| **Art and DT** | Learning Progression:  Y2 Art: Use equipment and media with increasing confidence. Shape, form, construct and model from observation and imagination.  Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. Demonstrate experience in surface patterns/ textures and use them when appropriate. Explore carving as a form of 3D art. | | | | | | |
| Week 1 | Week 2 | | Week 3 | Week 4 | Week 5 | Week 6 |
| Terracotta warriors –learn about | Terracotta warriors | | Terracotta warriors | Terracotta warriors | Terracotta warriors |  |
| **Music**  **I want to play in a band**  **Charanga Y2 units** | Learning Progression:  Y2 Begin to understand the importance of and why we warm up our voices, the importance of good posture, breathing in phrases (sentences) and projecting our voices. Knowing how to join in and stop as appropriate – learn how to follow a leader / conductor. Perform simple patterns and accompaniments keeping to a steady pulse. Understand how to control playing a musical instrument so that they sound, as they should. | | | | | | |
| Week 1 | Week 2 | | Week 3 | Week 4 | Week 5 | Week 6 |
| Round and Round  – Listen and appraise | -  Learn the song with voices | | -  Look at notes on the recorder | -  Can we follow notes on the recorder to go with part of the song? | -  Recap notes on the recorder and singing | - |
| **PE** | Learning Progression:  Y2 Games - Improve the way they coordinate and control their bodies and a range of equipment. Remember, repeat and link combinations of skills. Choose, use and vary simple tactics Recognise and describe what their bodies feel like during different types of activity.  Gymnastics - Choose, use and vary simple compositional ideas in the sequences they create and perform. Recognise and describe what their bodies feel like during different types of activity. Lift, move and place equipment safely. | | | | | | |
| Week 1 | Week 2 | | Week 3 | Week 4 | Week 5 | Week 6 |
| Indoor - Gymnastics for Hedgehog and Butterfly Yoga – Ladybird  Outdoor – Rugby (games) with Sportastic | | | | | | |
| **French** | Learning Progression:  Y2 Listening Recognise some of the words taught when spoken out loud by the teacher Speaking Say & repeat standard language (sometimes asking for words or phrases to be repeated Reading Read and understand short written phrases. Read out loud familiar words and phrases.  Culture Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken | | | | | | |
| Week 1 | Week 2 | | Week 3 | Week 4 | Week 5 | Week 6 |
| Family | Parts of face | | Greetings  Customs  La Bise | Revisit colours | Revisit numbers to 10  And 20 | Revisit  Head shoulders, knees and toes |
| **PSHE**  **Healthy me – Food DT** | Learning Progression:  Yr 2 I know what I need to keep my body healthy. I can explain what healthy snacks are and why they are good for my body. I can explain what helps me to relax and what makes me stressed. I understand how medicines work in my body and how important it is to use them safely. | | | | | | |
| Week 1 | Week 2 | | Week 3 | Week 4 | Week 5 | Week 6 |
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| **RE** | Learning Progression:  Y1 I  Y2 I | | | | | | |
| Week 1 | Week 2 | | Week 3 | Week 4 | Week 5 | Week 6 |
| Bible stories Noah |  | | Parable good shepherd |  | Easter story  Espresso |  |
| **Computing** | Learning Progression:  Y2 Begin to develop computational thinking : Solve a problem and explain to others how to use the 'tools' or 'keys'.  Work with others to make decisions and solve a problem. To enter a sequence of instructions to draw a square. To control a character in an adventure or quest game on screen.  To avoid obstacles when giving instructions. | | | | | | |
| Week 1 | Week 1 | | Week 1 | Week 1 | Week 1 | Week 1 |
| Espresso coding | Espresso coding | | Espresso coding | Espresso coding | Espresso coding | Espresso coding |