

Programmes of Study



Year 2 Willow 'I am one with the world'

Spring Term 2

Unit Title: Amazing Animals Exploring nature, animal classification, using animal traditional tales to learn about emotions and relationships

Literacy Genres: The structure and style of traditional tales 'Once upon a time' Rhyming couplets.

Morning verse: 'The sun with loving light'

Reading Enhancements: *Where the Wild Things Are* Maurice Sendak, *Adventures of Tip Toes Lightly*, Beatrix Potter Collection Stories

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| <p>Literacy</p> | <p>Grammar To add question marks to questions.</p> <p>Writing purpose Writing to entertain: Stories (Including re-telling & traditional tales) Descriptions Poetry In character role</p> <p>Writing to inform: Labels, Captions, Lists Recount – First-hand experience Instructions – First-hand experience NCR – Information Leaflet</p> <p>Make my first completely handmade book (8pp origami mini books)</p> | <p>Maths</p> | <p>Fractions- Recognise, find and name a half as one of two equal parts of an object, shape, length or quantity e.g. Find half of a length of string, by folding;.</p> <p>Multiplication Double and halve numbers to 20 e.g. double 6 is 12, half of 10 is 5</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>Represent, memorise and use number bonds and related subtraction facts within 10, in several forms e.g. $3 + 4 = 7$; $4 = 7 - 3$;</p> <p>Add and subtract one-digit and two-digit numbers to 20 ($9 + 9$, $18 - 9$), including zero</p> |
| <p>Art</p> | <p>PRINTING -BLOCK</p> <ul style="list-style-type: none"> • Know what block printing is and how it can be used • Explore and create animal print designs on paper • Cut paper to match a printing block (polystyrene tile) • Use a fine object to etch a design onto a printing block • Use 1 printing colour and a brayer to transfer block patterns onto paper (could be coloured paper) <p>*use block printing inks</p> | <p>Humanities</p> | <p>Geography Explore where different animals are found and their favourite environments Identify and place animals in their correct biomes and suitable environments</p> |

to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

-Create potato stamp animal pattern or pawprint artwork to display

Relationships and Health

Losing and finding Emotional Health – self esteem

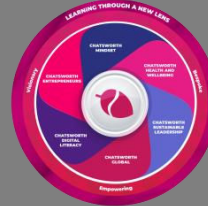
Children will learn:

- about what happens when things get lost or change
- Children should:
- be able to express how they feel when they lose something or if things change (including moving home, losing toys, pets or friends)

Traditional animal fable stories to explore

- Animal behaviours and characteristics
- Animals of the UK, Europe and the World
- Identify our animals we ‘feel like’ and can relate to
- Reflect on relationships and dynamics through story and poem

Forest School



Chatsworth Mindset: respect for animals

Caring for animals in our park. Identify small bugs and animals within their natural habitats

What is a safe home for a minibeast/invertebrate?
three different habitats:

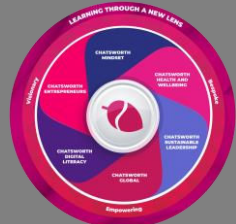
- Riverbed (freshwater shrimp ID plus others)
- Dead wood/bark (woodlice ID plus 4 others)
- Leaf litter (spiders and beetles ID)

Story: Mother Woodlouse writes Barkie a letter
Conical sacks of nesting materials for birds - craft
Story of Kalevala eggs and birth of the world – Easter
Ground Art – a huge egg.

Design and technology / Woodwork

Knit a square to make an animal

Make beeswax and clay animals, exploring proportions and key features. Design an environmental box suitable to their clay animal.



Chatsworth Entrepreneurship: knitting own animal

Science

BIOLOGY - ANIMALS INCLUDING HUMANS

- Pupils should be taught to: identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells

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| Religious Studies | <p>ISLAM -LEADERS AND TEACHERS</p> <ul style="list-style-type: none"> • Know that Islam began with The Prophet a long time ago. • Be aware of some stories from the life of The Prophet and understand their meaning • Know that for Muslims Allah (The Islamic name for the One True God who has no partner), is the Creator, and provides all good things • Know the belief that each person has two angels to watch over them <p>Ask and respond imaginatively to puzzling questions, communicating their ideas</p> <p>Explore the tradition of Ramadan as an Islamic Festival practise</p> | PE | <p>ATHLETICS</p> <p>Can apply variety of speeds for different running lengths. Can perform jumps with standing and running take off. Can send different objects to gain distance, accuracy and improve performance.</p> <p>SPORTSMANSHIP & INVASION</p> <p>Send a ball for a team member to receive and travel into another space to make forward progress. Participate and co-operate in small, sided games against an opponent with rule understanding. Receive a ball and incorporate sending to a team member or shoot at a target. Practice attacking and defending principles. Work in a small team to apply FSS's and SSS's in game play.</p> |
| French | <p>Farm Animals in French French colours introduction Singing French Songs and rhymes</p> <p>To re-cap what has been learned</p> | Music | <p>Follow changing pitch movements with their hands, with some accuracy.</p> <ul style="list-style-type: none"> -Use high, low and middle voices with some awareness of how each part of the voice 'feels' different -Begin to recognise and name different sound sources and describe them using appropriate vocabulary e.g. wobbly, squeaky, rough etc. -Begin to identify how a sound has been produced e.g. by blowing, plucking, tapping, shaking etc. -Use percussion instruments and voices in different ways with growing awareness of the effect created. |
| Trips and or events:Visit the Farm/Zoo | | | |