




What
makes a
hero?

Year: 2

Term: Spring Term 1

Tier 1 (known words)	Tier 2 (Sentence and visual)	Tier 3 (Specialist words)
Home Colne Nelson Live Place Street Address Genius	<p>Distinguished– Very successful and commanding great respect</p> <p>Outstanding– Excellent</p> <p>Gallantry– Brave behaviour</p> <p>He won a medal for his gallantry</p>  <p>Enslaved– To make someone a slave</p> <p>His grandparents were enslaved</p>	Significant Discriminate Racism Legal action The defence Posthumously Segregated



English (Objectives)

Reading:

- Read frequently encountered words quickly and accurately without overt sounding and blending.
- Re-read books to build up fluency and confidence in word reading.
- Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently,
- Orally retell a wider range of stories, fairy tales and traditional tales.
- Read a range of non-fiction texts which are structured in different ways
- Recognise the use of repetitive language within a text
- Identify, discuss and collect favourite words and phrases

- Make inferences on the basis on what is said and done

Writing :

- Write about real and fictional events.
- Plan and discuss what to write about
- Select, generate and effectively use nouns.
- Select, generate and effectively use adjectives.
- Secure the use of full stops, capital letters.
- Use question marks.
- Use past tense for narrative
- Say, write and punctuate simple and compound sentences using the joining words and, but, so, or
- Use subordination for time using when, before and after
- Use subordination for reason using because/if
- Use the subordinating conjunction ‘that’ in a sentence
- Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.
- Learn new ways of spelling phonemes for which one or more spellings are already known
- Orally rehearse each sentence prior to writing.
- Form lower-case letters of the correct size relative to one another.
- Use spacing between words which reflects the size of the letters.
- Orientate capital letters correctly. Use capital letters appropriately
- Proofread to check for errors in spelling, grammar and punctuation.
- Use commas to separate items in a list.
- Use apostrophes for contracted forms
- Secure the use of exclamation marks.

R.E (unit) - Lancashire Agreed Syllabus

Hindu Dharma

How might people express their devotion?

Maths (Red Rose Maths)

Week 1— Place Value

Week 2— Mass, Volume and Capacity

Week 3— Addition and subtraction

Week 4—Money

Week 5— Multiplication and division

Science (Objectives) – Living things and their habitats

Knowledge:

- explore and compare the differences between things that are living, dead, and things that have never been alive.
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- identify and name a variety of plants and animals in their habitats, including microhabitats

Skills:

Questioning: asking simple questions and recognizing that they can be answered in different ways

Planning: Performing simple tests

Measuring: Observing closely, using simple equipment

Recording: Gathering and recording data to help in answering questions, identifying and classifying

Humanities (History)

Chronology:

- Place 3 or 4 events in order using common phrases to show the passing of time (months and years)
- Recognise that their own lives are similar/different from the lives of people in the past

Communication:

- Use historical concepts such as now/then and same/different when making simple connections and noticing contrasts
- Talk about who or what was important in a simple historical account
- Choose and use parts of stories and other sources to show understanding
- Annotate photographs

Enquiry, interpretation and using sources

- Uses a source to ask questions
- Consider why things may change over time
- Recognise some of the reasons people in the past acted as they did and ask questions
- Choose parts of stories and other sources to show what they know about significant people and events.

Events, people and changes

- The lives of significant individuals in the past who have contributed to national and international achievements (Learie Constantine)

Arts

Art/DT

- Explore existing products and investigate how they have been made.
- Decide how existing products do/do not achieve their purpose.
- Join appropriately for different materials and situations e.g. glue, tape.
- Make vehicles with construction kits which contain free running wheels.
- Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels.
- Attach wheels to a chassis using an axle.
- Use pictures and words to convey what they want to design/make.
- Propose more than one idea for their product.
- Use kits/reclaimed materials to develop more than one idea; model ideas with kits, reclaimed materials.
- Select pictures to help develop ideas.
- Use drawings to record ideas as they are developed.
- Talk about their design as they develop and identify good and bad points.
- Note changes made during the making process as annotation to plans/drawings.
- Add notes to drawings to help explanations.
- Describe their models and drawings of ideas and intentions.
- Discuss their work as it progresses.
- Select materials from a limited range that will meet the design criteria.
- Select and name the tools needed to work the materials.
- Explain what they are making.
- Explain which materials they are using and why.
- Name the tools they are using.
- Describe what they need to do next.
- Say what they like and do not like about items they have made and attempt to say why.
- Discuss how closely their finished product meets their design criteria and how well it meets the needs of the user

Music (Unit)

Sing Up: Grandma Rap

Computing (Teach Computing Curriculum)

Robot algorithms

Creating and debugging programs, and using logical reasoning to make predictions

Health

PSHE (Unit- Safe Relationships)

Some information online may not be real

Identify extended family relationships (grandmother, uncle cousin)

Discuss importance of spending time together and activities families do

How do families share each other’s lives?

Importance of telling someone if they are worried about something in their family

P.E (Unit)

Athletics/Striking and Fielding