

Year 2 Spring A Beatrix Potter and The Lake District

| | 1 | 2 | 3 | 4 | 5 | 6/7 |
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| English | Who was Beatrix Potter? Reading for information Peter Rabbit predictions and ordering stories. | Read and discuss plot/ characters of Jemima Puddle duck. Sentence types include exclamations What is a verb? | Read and discuss Mrs Tiggywinkle and use adjectives to write character description Use evidence from text to answer ???s | Complaint letter. Jeremy Fisher- comprehension style questions | Research and write report on animal. Read and discuss Squirrel Nutkin. Conjunctions. Verbs endings | Jump into a Beatrix Potter story. Recount of Beatrix Potter day |
| Science | Identify, describe and sort materials. Sort materials according to given and own criteria. Discuss properties in pairs. Sort by 2 criteria using Carroll diagram. Look for patterns. | Hill Top Farm Material Mix Up Identify and compare the suitability of everyday materials for particular uses. Help B to use suitable materials to refurbish the farm as opposed to the mistakes of the mix up builders. | Find out how the shape of solid objects can be changed by hand: squashing, bending, twisting, stretching. Practical challenges using a range of flexible materials. | Recap on mix up and write letter of complaint to Mix up builders explaining what should have been done. | What is the best material to make an apron for Mrs Tiggy Winkle? The chn will carry out a fair test and analyse results to decide which material is waterproof, light, flexile, smooth. | What is the best material to make Henry Penny's stockings out of? Chn carry out a fair test and analyse results to find out which fabric is the toughest. Inventors of new materials John Dunlop, Charles Macintosh or John McAdam- what did they invent and how useful were their new materials? |
| Geography | Where is the lake district and what is this place like? Locate on maps, which continent, country, county? Pre-assessments What do we know? What would we like to know? Ask geographical ???. | What are the countries of the UK and capital cities? Analyse and become familiar with a map of UK and name/locate the 4 countries and capitals cities. | What is the landscape of the Lake District? Learn how to use geographical vocab to name, label and describe the physical features of the Lake District landscape. | Why do people go to Lake District? Explore the tourist industry of the area and the human geography. Relate to weather. Sort activities into Carroll diagram- indoor/ outdoor/ I would/not enjoy. | Geographical Skills Analysing maps of the Lake District and using grid references and compass points. Create own maps of a village putting in geographical features. | Make comparisons The Caribbean, Bedlington and the Lake District (location, weather, physical human features) and give own preferences. |
| PHSE | Keeping safe Scarf: How safe would you feel? | Keeping safe Using medicines | Keeping safe Scarf: What should Harold say? | Keeping safe Body parts: safe / unsafe touching | Keeping safe Scarf: fun or not fun | Keeping safe Safe and unsafe secrets |
| Art | Explore BP as an artist. Focus on how she used landscape as inspiration to create back grounds for the characters. Using a given landscape chn illustrate own character. | | Consider in detail landscapes created by BP. Children choose landscape they would like to reproduce. Sketch. | Apply first paint wash to landscape sketch. Group rotation to paint. observational drawings of fuchsia plant | Children to apply second paint wash adding detail to landscape. Group rotation When working ind observational drawings of carnations inspired by Tale Ben Bunny. Evaluate paintings 3 stars and wish. | |
| RE | Who was Mohammed? Why is he important to Muslims? | Which stories of the prophet show care and kindness to animals? | Which stories of the prophet show wisdom and fairness? | Why is the Quran important and how is it treated, | How do Muslims prayer and why is it so important? | Assessment: what does it means to be Muslim? |
| Music | Kapow unit 3 Musical me L1 Sing Once a man fell in a well | Kapow unit 3 Musical me L2Sing Once a man fell in a well Dynamics and timbre | Kapow unit 3 Musical me L3 Sing Once a man fell in a well Melody | L4Sing Once a man fell in a well My own melody | Kapow unit 3 Musical me Lesson 5 Sing Once a man fell in a well Group composition | |
| Computing | Create media through word processing Revise keyboard for typing eg space bar, return shift | Using J2E- JIT5 Explore keyboard, space bar, shift key for capital letters and other punctuation and effects. | Using JIT5 Type sentences to match various backgrounds using shift, return, space bar. Add effects by changing the style, colour and size of the font. | Using school 360 J2E /JIT5 Use the MIX section on JIT5 to write a sentence and add a picture Change size, colour and type of font. | | |
| PE | Real PE Unit 3 Dynamic and static balance lesson 1 Balance circuits | Real PE Unit 3 Dynamic and static balance lesson 2 Creating dynamic balance pathways | Real PE Unit 3 Dynamic and static balance lesson 3 Balance circuits | Real PE Unit 3 Dynamic and static balance lesson 4 Below the knee | Real PE Unit 3 Dynamic and static balance lesson 5/6 Develop stance combinations and balance sequences | |
| Gym | The children will learn how to apply their floor work on travelling, balancing, jumping and rolling on the floor and apparatus. They will create sequences on their own and with a partner working side by side and in cannon. | | | | | |

