

## Spring 2: Y2

### Theme Circus

|  | <b>Wk 1:<br/>19.02.24</b>   | <b>Wk 2:<br/>26.03.24</b>   | <b>Wk3:<br/>04.03.24<br/>Mother's Day 10th</b>  | <b>Wk 4:<br/>11.03.24</b>  | <b>Wk 5: 18.03.24</b>  | <b>Wk 6:<br/>25.04.24</b>  |
|--|---|---|---|--|--|--|
| <b>English</b>                                       | Recount of Circus workshop  | Spring poems  | History of the Circus   | Non Fiction (Unit 2)<br>Animal rights  | Something Fishy  |  |
| <b>Maths</b>   | <b>Fractions</b><br><br>Make equal parts<br>Recognise a half<br>Find half a shape<br>Find half a number | <b>Fractions</b><br><br>Recognise and Find Quarters<br>Equivalence $\frac{1}{2}$ and $\frac{2}{4}$<br>Find three quarters<br>Recognises a third | <b>Fractions</b><br><br>Find a third<br>Unit fraction<br>Non unit fraction<br>Place fractions on a number line<br>Problem solving using fractions | <b>Time</b><br><br>Read O'clock and half past<br>Read Quarter past and quarter to<br>Understand hours and Days | <b>Time</b><br><br>Telling time to 5 minutes<br>Writing time Hours and days<br>Tell durations of time<br>Compare durations of time | <b>Statistics</b><br><br>Make tally charts<br>Draw pictograms (1-1)<br>Interpret pictograms (1-1)<br>Draw pictograms (2-5-10)<br>Interpret pictograms (2-5-10)<br>Block Diagrams |
| <b>Topic Circus</b>                                  | Knowledge Harvest<br>Entry point<br>Circus Workshop   | <b>Local History-<br/>Hannah Twynnoy</b>  | Posters<br>WALT: design and draw a circus poster<br>Looking at different performers   | Maps<br>WALT: design a map/plan of a circus using pictures and symbols.  | <b>Waterproofing</b><br>WALT: investigate which material would make the best circus tent.  |  |
| PSHRE<br>Kapow<br>Citizenship/<br>Economic Wellbeing | <u>Citizenship</u><br>Similar yet different jobs in the local community                                 | <u>Citizenship</u><br>Giving my opinion   | <u>Economic Wellbeing</u><br>Lesson 1: Where money comes from?  | <u>Economic Wellbeing</u><br>Lesson 2: Needs and wants   | <u>Economic Wellbeing</u><br>Lesson 3: Where money comes from  | <u>Economic Wellbeing</u><br>Lesson 4: Needs and Wants   |
| RE:<br>Christianity:<br>Salvation(Easter)            | Identify why Easter is important to Christians.   | WALT: Understand the meaning of Shrove Tuesday and Ash Wednesday  | WALT: understand why the entry into Jerusalem was a happy time.   | WALT: understand how Jesus obeyed his Father and make links in our daily life.                                 | WALT: Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship.                  | Easter cards   |

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| <b>Fundamentals</b>             | To develop balance, stability and landing safely. | To explore how the body moves differently when running at different speeds | To develop changing different direction and dodging | To develop and explore jumping, hopping and skipping actions | To develop coordination and combining jumps | To develop combination jumping and skipping with an individual skipping rope |
| <b>PE<br/>Team<br/>building</b> | To follow instructions and work together          | To cooperate and communicate in a small group to solve a challenge         | To create a plan with a group to solve a problem    | To communicate effectively and develop trust                 | To work as a group to solve problems        | To work with a group to copy and create a basic map                          |