

Spring Term 1 and 2

Topic Web Class 2



English:

Fiction Unit – A Twist in the Tale

In this unit, the children will explore a range of fiction. They will read a range of books and watch a film, listening and responding to the stories then contrasting traditional and non-traditional tales. They will discuss characters and key fairy-story features, learning how to make predictions. They will plan, edit and write their own versions of a traditional tale, with roles reversed.

Non-Fiction Unit – Growing Chocolate

In this unit, the children will explore the Big Question: Does chocolate grow on trees? They will read the interactive eBook, finding information and exploring the layout of explanation texts. They will answer the Big Question, planning and writing their own explanation texts based on a model.

Poetry Unit – A Closer Look

In this unit, the children will enjoy listening and responding to poems in a range of different ways. They will explore poetic language and identify adjectives and verbs in a poem. They draft, edit and compose their own poems and read them



Math: Spring 1

Week 1 Class 2

Place value and ordering 2-digit numbers; place value additions and subtractions; add and begin to subtract 9, 10 and 11

Week 2 Class 2

Revise number bonds to 10; begin to bridge 10; subtract from 10 and 20; use number facts to find the complement to ten; find a difference between two numbers by counting on

Week 3 Class 2

Rehearse complements to multiples of 10; find differences using a number line; find change from 10p and 20p, and from £10 to £20 by counting up and using bonds to 10 and 20; add two 2-digit numbers by counting on

Week 4 Class 2

Recognise and identify properties (including faces and vertices) of 3D shapes; sort according to properties including number of faces; name the 2D shapes of faces of 3D shapes; tell the time to the nearest quarter on analogue and digital clocks

Week 5 Class 2

Order 2-digit numbers and revise the < and > signs; locate 2-digit numbers on a landmarked line and grid; round 2-digit numbers to nearest 10; estimate a quantity <100 within a range



Math: Spring 2

Week 6 Class 2

Revise doubles and corresponding halves to 15; find half of odd and even numbers to 30; Revise and recognise $\frac{1}{2}$ s, $\frac{1}{4}$ s, $\frac{1}{3}$ s and $\frac{2}{3}$ s of shapes; place $\frac{1}{2}$ s on a number line; count in $\frac{1}{2}$ s and $\frac{1}{4}$ s; understand and write mixed numbers

Week 7 Class 2

Count in 2s, 5s and 10s to solve multiplication problems and find specified multiples; introduce the \times sign; record the 2, 5 and 10 times-tables; investigate multiplications with the same answer; write multiplications to go with arrays, rotate arrays to show they are commutative

Week 8 Class 2

Tell the time to the nearest quarter of an hour using analogue and digital clocks; understand the relationship between seconds, minutes and hours and use a tally chart; interpret and complete a pictogram or block graph where one block or symbol represents one or two things

Week 9 Class 2

Revise 2, 5 and 10 times-tables; revise arrays and hops on the number line; multiply by 2, 3, 4, 5 and 10; arrange objects into arrays and write the corresponding multiplications; make links between grouping and multiplication to begin to show division; write divisions as multiplications with holes in and use the \div sign

Week 10 Class 2

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Art:

- To sort items by material and colour.
- To use a variety of materials to create paths and walls.
- To select materials and make spirals or circles.
- To manipulate materials when creating sculptures.
- To use reflections in art work.

History:

- To understand where and when the Great Fire of
- To understand the events of the Great Fire of London.
- To find out why the fire spread so quickly and stayed alight for so long.
- To find out about Samuel Pepys and his diary.
- To recap what we have found out about the Great Fire of London.

Science: Use of Materials

In this unit children will name, identify and hunt for everyday materials including wood, metal, plastic, glass, rubber, brick, rock, paper, fabric and card. They will list properties of different materials such as hardness, strength, flexibility and shininess. They will learn that the properties of materials are important to the object they are made from. They will identify suitable and unsuitable materials for different objects and will be able to explain why.

Working Scientifically, children will classify materials sorting them into groups in a variety of ways. They will use reference materials to find out some fascinating facts about a type of material. They will compare the strength of different types of paper predicting which will rip when pulled by their hands. They will learn what absorbency means and explore the absorbency of different types of materials. They will examine different ways to record results and select an appropriate way to record the results of an investigation about waterproof materials. They will apply the findings from these investigations to design a nappy.

Design Technology:

- To be able to create a sliding mechanism.
- To be able to use levers to create a moving mechanism.
- To investigate and create wheel mechanisms.
- To be able to design a picture with a moving mechanism.
- To be able to make a moving picture based on a design.
- To be able to evaluate a moving picture.

Geography:

- To learn what a city is and identify some major capital cities around the world.
- To explore the features of a city.
- To explore the physical features of Edinburgh and Cape Town.
- To explore the human features of Edinburgh and Cape Town.
- To explore symbols and patterns used to create maps.

S.M.S.C:

Shrove Tuesday, Ash Wednesday, Mothers Day, Good Friday, Palm Sunday, Easter Sunday and Accession of Queen Elizabeth II

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Computing:

- I can agree and follow sensible e-Safety rules.
- I can keep my password private.
- I can be creative with different technology tools such as planning to use technology to make a film
- I can use technology to create and present my ideas by recording my voice or using video.
- I can save my film in a special place and retrieve it again

P.S.H.E:

- Identify similarities and differences between how they and other people feel.
- To identify what feels I share with other people.
- Identify and describe what make me feel good.
- Identify who are special to me.
- Identify what's special to me.

Science: Changing Shape

In this unit children will work towards answering the Quest question 'How can we make art from changing the shape of materials?' They will create a piece of artwork that applies the skills and knowledge developed in the unit. Children will learn that the shape of materials can be changed by squashing, bending, twisting and stretching. They will also explore how twisting can be used to make threads stronger and identify which materials bend or squash most easily.

Working Scientifically, children will investigate how materials can be grouped according to their properties. They will have the opportunity to perform simple tests to find the stretchiest material and observe how silly putty changes over time.

Music:

- Exploring and controlling dynamics (volume), duration and timbre with voices, body percussion and instruments
- Improvising descriptive music
- Controlling duration and dynamics using voices, body percussion and instruments
- Identifying a sequence of sounds (structure) in a piece of music
- Responding to music through movement

Physical Education:

- To perform basic travelling skills.
- To begin to handle equipment with control.
- To recognise how bodies communicate feelings to each other
- To recognise how our bodies communicate feeling to others.

Religious Education:

To find out about the life of Jesus. To find out about the parable of the lost son. To find out about the parable of the good Samaritan. To find out what Jesus taught at the Sermon on the Mount. To explore what we can learn from the actions of Jesus. To summarise what Jesus taught people.