

## English coverage

**Week 1:** Can I sequence a traditional tale?

**Week 2:** Can I understand a traditional tale?

**Week 3:** Do I know the features of a traditional tale?

**Week 4:** Can I compare traditional tales?

**Week 5:** Can I use descriptive vocabulary?

**Week 6:** Can I write a traditional tale?

Reading will focus on comprehension skills.

Spelling focus-suffixes & exception words

Grammar-conjunctions & Y2 punctuation

**Class: Year 2 Spring 1**  
**Class Teachers: Mrs Preece & Mr Reay**



*Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.*

## Maths coverage

**Week 1:** Can I understand the place value of numbers up to 100?

**Week 2 & 3:** Can I understand addition and subtraction?

**Week 4:** Can I understand multiplication and division?

**Week 5:** Can I understand fractions?

**Week 6 :** Do I understand the value of coins?

Speed Calc—arithmetic and speed shape.

Reasoning- developing language skills

## Science coverage

**Week 1:** Can I identify and name different materials?

**Week 2:** Can we tell the difference between an object and the material it is made from?

**Week 3:** Can I explore which material is the most flexible?

**Week 4:** Can I find different uses for the same material?

**Week 5:** Can I find out about famous inventors? (John Dunlop & John McAdam)

**Week 6:** Can we investigate which material would be the best at protecting Humpty Dumpty?

## Learning Hook:

The focus is comparing past and present through research about castles. The children will design, make and evaluate a castle.

We will visit Hylton Castle to enhance our learning about The Battle of Hastings and castle life. The children will use their knowledge to design and create a castle.

## Computing coverage

**Week 1:** Can I create and debug an algorithm ?

**Week 2:** Can I create and debug an algorithm ?

**Week 3:** Can I understand the use of basic direction keys?

**Week 4:** Can I use direction keys successfully to complete the challenges?

**Week 5:** Can create and debug an algorithm?

**Week 6:** Can I extend an algorithm to create a longer challenge?

## Discrete subjects

### **DT**

**Week 1:** Can I research castles?

**Week 2:** Can I design a castle?

**Week 3:** Can I make a castle?

**Week 4:** Can I evaluate a castle?

### **PSHE**

The children will continue to develop their growth mindset through art.

### **MUSIC**

The children will be learning about pitch.

## PE coverage

**Week 1:** Can I move and balance using different parts of my body?

**Week 2:** Can I move my body in a wide, narrow or curled way?

**Week 3:** Can I travel in different ways and transition between movements?

**Week 4:** Can I link balances with methods of travel?

**Week 5:** Can I travel in a variety of ways and use the apparatus safely?

**Week 6:** Can I create a routine using

## History coverage

**Week 1:** Can I find out about castle life?

**Week 2:** Can I write about the Battle of Hastings?

**Week 3:** Visit to castle

**Week 4:** Can I understand how castles have changed over time?

**Week 5:** Can I compare how castles have changed over time?

## British Values

### Individual Liberty

Children can choose their own golden time activity.

### Rule of Law

Children will be expected to follow school rules, and will follow school behaviour policy for reward and punishment.

### Mutual Respect

Children will be given opportunities to work alongside each other and follow the class Rights Respecting Charter.

### Democracy

Children have the opportunity to vote in class to develop their understanding of democracy.

## RRSA Links

**Article 2** All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

**Article 3** All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

**Article 12** You have the right to give your opinion, and for adults to listen and take it seriously

**Article 13** You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

**Article 14** You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

**Article 17** You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need

## RE coverage

**Week 1:** Can I recognise that the Bible is the sacred book which forms the basis of Christianity?

**Week 2:** Can I understand why Christians retell the story of Noah's ark?

**Week 3:** Can I understand why Christians retell the story of Jonah and the whale?

**Week 4:** Can I understand there are different images of God in the Bible?

**Week 5:** Can I understand there are different images of God in the Bible?