

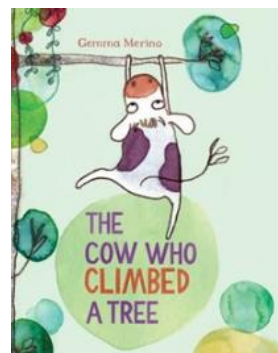
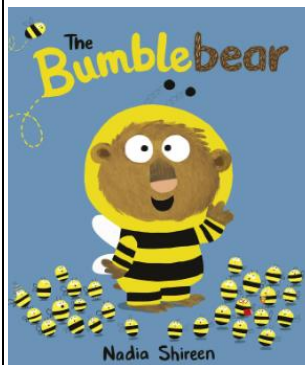
## Spring 2:

### Theme question:

How can I be the best I can be?

### Texts:

Bumble bear, Sulwe, The cow who climbed a tree and Little wolfs first howling:



Subject:	Subject topic:	Topic specific vocabulary:	Sticky knowledge / skills:	Home learning tasks: Yr 2 , Yr 1, Reception
English	1 – Diary entry 2- Poetry (shape poems in their portrait) 3- fact file 4- story 5- story	<ul style="list-style-type: none"> <li>- Past and present tense</li> <li>- Nouns, adjectives, verbs, pronouns, adverbs</li> <li>- Connectives</li> <li>- Full sentences</li> <li>- Extended sentences</li> <li>- Rhyming words</li> <li>- Rhyming couplet</li> <li>- Planning</li> </ul>	<ul style="list-style-type: none"> <li>- How to set out the different genres of writing</li> <li>- Capital letters and full stops</li> <li>- Finger spaces</li> <li>- Writing on the line</li> <li>- Reading back your work</li> <li>- Lower and upper case letter form correctly</li> <li>- Editing in purple pen</li> </ul>	Yr 2 – create a fact file about one of your trusted adults. Please complete in home learning book. Yr 1 – Write 5 questions that you would like to ask a friend to get to know them a little better. Please complete in home learning book. Reception - complete the pieces of me jigsaw sheet.
Maths	Reception – Number to 20, 2d shapes	<ul style="list-style-type: none"> <li>- Number formation</li> <li>- Place value</li> <li>- Addition</li> </ul>	<ul style="list-style-type: none"> <li>- Number bonds to 10</li> <li>- Number bonds to 20</li> </ul>	

	<p><b>Yr 1</b> – Addition and subtraction / place value within 50</p> <p><b>Yr2</b> –Multiplication, division and Money</p>	<ul style="list-style-type: none"> <li>- Subtraction</li> <li>- Plus</li> <li>- Minus</li> <li>- Add</li> <li>- Take away</li> <li>- Multiplication</li> <li>- Division</li> <li>- Divide</li> <li>- Times</li> <li>- Lots of</li> <li>- Grouping</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying the pattern to make it easier eg, <math>7+3</math> / <math>17+3</math></li> <li>- Adding the number gets bigger.</li> <li>- Subtracting the number gets smaller.</li> <li>- <math>2+8=10</math> is the same as <math>10=2+8</math></li> <li>- <math>2 \times 3=</math> is the same as <math>3 \times 3 =</math></li> <li>- Grouping</li> <li>- To draw out the questions to help.</li> </ul>	
<b>Science Yr2</b>	Feeding and exercising	<ul style="list-style-type: none"> <li>- Balanced diet – carbohydrate, protein, fruit and vegetable and dairy.</li> <li>- Hygiene</li> <li>- Exercise</li> <li>- Food chains</li> <li>- Prey</li> <li>- Predator</li> <li>- Diet</li> <li>- Recording data</li> <li>- Investigation / experiment</li> </ul>	<ul style="list-style-type: none"> <li>- Balanced diet – carbohydrate, protein, fruit and vegetable and dairy.</li> <li>- Simple food chain</li> <li>- Classify animals as predator / prey</li> <li>- Bar charts</li> <li>- Fair testing</li> </ul>	<p>Year 2: Task : write a food and exercise diary for a week eg:</p> <p>Monday  Breakfast – Toast with butter  Lunch – Ham sandwich and grapes  Tea – Lasagne and garlic bread</p> <p>Exercise:  Hula hoop 10 minutes  Run 15 minutes  Please complete in home learning book.</p>
<b>Science Yr1</b>	Changing season	<ul style="list-style-type: none"> <li>- Seasons</li> <li>- Autumn, Spring, Winter and Summer</li> <li>- Observations</li> <li>- Weather</li> <li>- Measurement</li> <li>- Environment</li> <li>- Findings</li> <li>- Compare</li> </ul>	<ul style="list-style-type: none"> <li>- Name all four seasons</li> <li>- Place all four seasons in order</li> <li>- Identify key features of each season</li> <li>- Identify what clothing is typically needed in each season.</li> <li>- Record finding and compare</li> </ul>	<p>Year 1: Go for a family walk and take photos of all the signs of spring you can see. Then pick one or two to write a sentence about. Please complete in home learning book.</p>

<b>Understanding the World Reception</b>	Forest school	Child lead activities following the children's interests to develop their confidence and understanding.		Reception : Go for a family walk and take photos of all the signs of spring you can see. Then can you investigate the environment and see what minibeasts you can find ( <i>remember always put what you have moved back carefully</i> ). Can you write a list of all the minibeasts you found. Please complete in home learning book.
<b>RE Yr2</b>	What can we learn from sacred books?	<ul style="list-style-type: none"> <li>- Bible (Christianity)</li> <li>- Torah (Judaism)</li> <li>- Qur'an (Islam)</li> <li>- Guru Granth Sahib (Sikhism)</li> <li>- Text</li> <li>- Holy</li> <li>- Religion</li> <li>- Faith</li> <li>- Worldwide</li> </ul>	<ul style="list-style-type: none"> <li>- Bible (Christianity)</li> <li>- Torah (Judaism)</li> <li>- Qur'an (Islam)</li> <li>- Guru Granth Sahib (Sikhism)</li> <li>- There are many stories that cross over or are a differing version within the above texts</li> </ul> <p>Key aspects from each religion</p>	Year 2: Create a piece of art work that shows what Christians believe God is like without drawing God him/herself.
<b>RE Yr1 and Reception</b>	1.1 What do Christians believe God is like?	<ul style="list-style-type: none"> <li>- Christian</li> <li>- Humanist</li> <li>- omnipotent</li> <li>- omniscient</li> <li>- Holy trinity</li> <li>- loving</li> <li>- kind</li> <li>- caring</li> <li>- creative</li> </ul>	<ul style="list-style-type: none"> <li>- Understand omnipotent and omniscient.</li> <li>- Know what makes up the Holy trinity</li> <li>- Know that not all people believe in God.</li> </ul> <p>There is no right or wrong answer.</p>	Reception/ Year1: Draw and explain what texts are special to you and why. Please complete in home learning book.
<b>History / Geography</b>	<b>Home and Away</b>	<ul style="list-style-type: none"> <li>- Physical geography : Hill, mountain, river, cliff, coast, beach, forest, sea, ocean, soil, valley, vegetation, season, weather.</li> <li>- Compass: North, East, South and West</li> <li>- Diagram</li> </ul>	<ul style="list-style-type: none"> <li>- Identify features that physical and human geography</li> <li>- Can they explain how the jobs people do may be different in different parts of the world?</li> <li>- Can they name the continents of the world and find them in an atlas?</li> </ul>	<p>Yr 2 – Map symbol spotter and then create a map with those features using your foot as the outline of your land area.</p> <p>Yr 1 and Reception – Create a barefoot map</p>

		<ul style="list-style-type: none"> <li>- Locality</li> <li>- Features</li> <li>- Europe</li> <li>- Continents, Europe, Asia, Africa, North and South America, Australia, Antarctica.</li> <li>- Human geography: city, town, village, factory, farm, house, office, port, harbour, shop</li> </ul>	<ul style="list-style-type: none"> <li>- Can they name the world's oceans and find them in an atlas?</li> <li>- Can they name the main cities of England, Wales, Scotland and Ireland?</li> <li>- Can you find where they live on a map of the UK?</li> </ul>	
<b>PE Reception and year 1</b>	Games Bouncing/exploring different ways of moving a ball and other objects. Ride-on Toys Exploring balance and movement	<ul style="list-style-type: none"> <li>- Movement</li> <li>- Bouncing</li> <li>- Throwing / catching</li> <li>- Roll</li> <li>- Bat</li> <li>- Ride ons</li> <li>- Balance</li> </ul>	<ul style="list-style-type: none"> <li>- Turn taking</li> <li>- Hand eye co-ordination skills</li> <li>- Ball skills</li> <li>- Balancing on ride ons etc...</li> </ul>	Year 1 and Reception – To practise throwing, catching, rolling and bouncing a ball.
<b>PE Yr 2</b>	Games Throwing and catching. Playing games based on net games and striking and fielding games.	<ul style="list-style-type: none"> <li>- Field games</li> <li>- Striking games</li> <li>- Net games</li> <li>- Under and over arm</li> </ul>	<ul style="list-style-type: none"> <li>- Hand eye co-ordination</li> <li>- Throwing and catching</li> <li>- Rules how to play games.</li> <li>- Follow rules of a game.</li> </ul>	Year 2: Practise your throwing and catching skills both under and over arm throwing.
<b>Art / DT</b>	Observational drawings – people in action	<ul style="list-style-type: none"> <li>- Observational</li> <li>- Action</li> <li>- Texture</li> <li>- Shading</li> <li>- Sketching</li> <li>- Portrait</li> <li>- Landscape</li> </ul>	<ul style="list-style-type: none"> <li>- Sketching skills</li> <li>- Eclosed shapes</li> <li>- Shading skills</li> </ul>	Year 2 – Draw four people doing four different things. Year 1 – Draw two people doing two different things. Reception – Draw one person doing something.
<b>Computing</b>	Using and applying photos.	<ul style="list-style-type: none"> <li>- Log in</li> <li>- Username</li> <li>- Password</li> <li>- Type</li> </ul>	<ul style="list-style-type: none"> <li>- Turn on and off device</li> <li>- Log in and out</li> <li>- Developing typing skills</li> <li>- Programming</li> </ul>	Whole class: Go for a walk with family and take lots of photos of things you see. Send the photos into school via the class email ( <a href="mailto:parks@st-andrews-pri.derbyshire.sch.uk">parks@st-andrews-pri.derbyshire.sch.uk</a> ) and we will print them out

		<ul style="list-style-type: none"> <li>- Program</li> <li>- Device</li> </ul>	<ul style="list-style-type: none"> <li>- Take a photo on a device</li> <li>- Use photo in a program</li> </ul>	for you to create a collage of your images you have taken in school.
<b>Music</b>	Ourselves	<ul style="list-style-type: none"> <li>- Beat</li> <li>- Rhythm</li> <li>- Movement</li> <li>- Song / sing</li> <li>- Tempo</li> <li>- Musical instruments</li> <li>- Pitch</li> <li>- Dynamics</li> <li>- Pulse</li> </ul>	<ul style="list-style-type: none"> <li>- Turn taking</li> <li>- Listening</li> <li>- Counting beats</li> <li>- Lyrics to songs</li> <li>- Participating</li> </ul>	
<b>PSHE</b>	Drug Education	<ul style="list-style-type: none"> <li>- Medication</li> <li>- Drugs</li> <li>- Pharmacist</li> <li>- Doctor/ GP</li> <li>- Products</li> <li>- Hygiene</li> <li>- Germs</li> <li>- Spreading</li> <li>- Harmful</li> <li>- Medicines</li> <li>- Safe</li> </ul>	<ul style="list-style-type: none"> <li>- Reasons why we don't take other peoples medication.</li> <li>- Identify the people whose job it is to help keep us safe.</li> <li>- To know that household products (including medicines) can be harmful if not used correctly.</li> <li>- Understanding how medicines can help people to stay healthy.</li> <li>- Demonstrating simple hygiene routines that can stop germs from spreading.</li> </ul>	<p>Year 2: Ask the question - Are medicines always safe? Discuss.</p> <p>Year 2 and Year1: Read Goldilocks and the three bears <a href="#">Bing Videos</a> then show the children household products that Goldilocks might have seen in the house in different rooms. For example: Matches, bleach, tablets etc. What are they? How might they be used safely? What could we do if we are not sure? Where could the medicines be kept so baby bear stays safe? Design a poster for bears to explain where to store their medicines safely.</p> <p>Reception – Fill the Doctors bag with things that help or are needed when you are poorly.</p>