

Year 2 Spring 1 week-to-week planner 2024

Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
SPaG	LW Bridge to Spelling WK 5 Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?	Spelling Unit WK 1 Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	Spelling Unit WK 2 Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	Spelling Unit WK 3 Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	Spelling Unit WK 4 Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?	
Reading	<p>Through guided reading groups, lessons will include the objectives:</p> <ul style="list-style-type: none"> • Understand how to use alphabetically ordered texts to retrieve information • Predict what might happen on the basis of what has been read so far and their own experience • Ask questions • Read non-fiction books that are structured in different ways • Discuss favourite words and phrases • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation 						
Writing	<p>HOOK: Discovery of a dragon's egg, footprints, dragon scales and scorch marks in the St John's playground.</p> <ul style="list-style-type: none"> • To use questions • To use coordinating conjunctions • To use past tense correctly and consistently • To appropriately sequence ideas • To use time adverbials • To proof read to check for errors in spelling, grammar and punctuation 			<p>Tell Me a Dragon</p> <ul style="list-style-type: none"> • To use expanded noun phrases • To use commas in a list • To use subordinating conjunctions • To use the suffix er and est in adjectives • To use tier 2 vocabulary 			
Maths	<p>Geometry 2.3/2.6 I can recap properties of 2D and 3D shapes. I can identify 2-D shapes on the surface of 3-D shapes. I can recognise and name half as one of two equal parts. I can identify lines of symmetry within 2D shapes. I can find a half and a quarter of 2D shapes. I can count in fractional steps.</p>		<p>Fractions 2.3/2.6 I can count in fractional steps I can find a fraction of a quantity (1/2, ¼, ¾) I can use bar models to represent fractions</p>		<p>Number and Place Value 2.4 I can write numbers in words. I can compare and order numbers using >, < and = I can explore patterns when counting forwards and backwards in tens. I can add and subtract one and ten. I can add and subtract a two-digit number and ones with bridging I can add and subtract a two-digit number and ones with bridging. I can find the nearest multiple of 10 on a number line. I can reason where to put numbers on a number line.</p>		

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Science	LO: To compare and group things that are alive, dead and never alive	LO: To identify the lifecycle of a frog from offspring to adult	LO: To identify the lifecycle of a butterfly from offspring to adult	LO: To identify the lifecycle of a platypus from offspring to adult	LO: To identify the lifecycle of a bird from offspring to adult	LO: To identify the lifecycle of a human from offspring to adult	
PDL	HOOK: Creation of a class proud cloud I can tell you think I have achieved and say how that makes me feel	I can carry on trying even when I find things difficult I can you some of my strengths as a learner	I can recognise who I work well with and who is more difficult for me to work with I can tell you how working with other people helps me	I can work well in a group I can work with others in a group to solve problems NO OUTSIDERS Text: How to be a lion LO: To have self-confidence	I can tell you some ways I worked well with my group I can tell you how I felt about working in my group	I know how to share success with other people I can tell you how being part of a successful group feels and store these feelings OUTCOME: Re-creation of book cover- How to be a Lion (confidence, power pose and call outs)	
Art Painting/Tones Sketching	LO: Research famous painter Claude Monet	LO: To practise mark making using different pressure and different pencil techniques. LO: To learn observational drawing skills.	LO: To make secondary colours by mixing primary colours. LO: To make colours lighter and darker	LO: To experiment with different brush marks to create different effects	LO: Present my work. OUTCOME: Creation of Dragon Art		
History	HOOK: Exploration of Kind Charles Bench at Daedalus and creation of their own monarch bench LO: To describe what a monarch is	LO: To explain why coronations take place	LO: To record people, events and artefacts on a timeline	LO: To draw conclusions from evidence	LO: To discuss local historical interactions with the monarchy	LO: To describe what is different and what is the same between Queen Victoria's time and the time of King Charles III.	
PE	Indoor: Learning through play Outdoor: Games for understanding—Attack and defence						
RE	Sikhi Special people LO: to share which people are special to me	LO: to describe what makes a person special	LO: to describe how the Sikh Gurus are special	LO: to identify the customs that Sikhs follow to show how the Gurus are special to them	LO: to identify the customs that Sikhs follow to show how the Gurus are special to them	Evaluate LO: to evaluate the importance of Sikhs having their own special people	

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<p>Computing</p>		<p>HOOK: Keyboard Detectives LO: to learn to touch type</p>	<p>LO: to use a word processor</p>	<p>LO: to add images to a text document</p>	<p>LO: to create a poetry book using sources from the internet.</p>	<p>LO: to create a digital piece of writing. HOOK: Creation of a class poetry book for book corner</p>	
<p>Music</p>	<p style="text-align: center;">Rock Steady</p> <p>LO: to develop a strong internalised sense of pulse, rhythm and pitch through a rich range of musical interaction LO: to use their voices expressively and creatively by singing songs and speaking chants and rhymes. LO: to listen with concentration and understanding to a range of high-quality live and recorded music.</p>						