

Y2 Curriculum Spring Term 2 Sequence



Sowing and Growing

History	Geography	Science	Computing	Art	PE
Intent	Intent Climate and Weather	Intent How do plants grow?	Intent Presenting Ideas 2.8	Intent Exploring colour, shade and tone	Intent Dance
Sequence of lessons:	Sequence of lessons: <ol style="list-style-type: none"> 1) What is the difference between weather and climate? (cross curricular with Science) 2) To explain where in the world I should go for hot/cold weather? <i>What makes a hot/ cold country? How does this compare to the UK?</i> 3) What is the Equator? What countries does it go through? <i>Why is the globe not upright? What is this lines? - the Equator</i> <i>What does this mean for these countries around the equator?</i> 4) To locate and identify the North and South Poles. 	Sequence of lessons: <ol style="list-style-type: none"> 1)What do plants need to grow healthily? 2)What is inside a seed? 3)What is the difference between a seed and a bulb? 4)What is the lifecycle of a plant? 5)How are seeds dispersed so they can germinate again into new plants? 6)How do plants grow in a dry, hot or cold climate? 	Sequence of lessons: <ol style="list-style-type: none"> 1)Searching and Sharing on the internet 2)Copying and pasting images 3)Using PowerPoint- Font style and size 4)Copying and pasting a picture 5)Animating images on PowerPoint 6)Saving 	Sequence of lessons: <ol style="list-style-type: none"> 1.I can look at other drawings of plants around us by selecting plants from my local area 2.I can analyse and describe other artists who have drawn plants (Monet; Van Gogh etc) and express my personal opinion 3.I can try out making different tones with pencils, chalk and charcoal. 4.I can create close up studies of Monet images 5.I can create my own observational plant drawing using inspiration and compare with their own with pencils, chalk 	Sequence of lessons: <ol style="list-style-type: none"> 1)Using the equipment safely 2)Balancing effectively solo and with partner 3)Travelling from one balance to another 4)Exploring equipment in different ways 5)Creating sequences
Composite/Outcome	Composite/Outcome Understanding what can affect climate/ weather? Mapwork indicating the	Composite/Outcome Understanding what can affect a plant's growth Difference between a seed and a bulb Lifecyles with correct	Composite/Outcome -log on and off -confident with Purple Mash -understanding how to create a presentation using	Composite/Outcome -use of water colours -exploring brushes -exploring using water and blending	Composite/Outcome -understanding balance and travelling -using climbing frames

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PSHE	DT	Music	RE
<p>Intent</p> <p>Understanding our emotions</p>	<p>Intent</p>	<p>Intent</p> <p>Zootime</p>	<p>Intent</p> <p>Why does Easter matter to Christians?</p>
<p>Sequence of lessons:</p> <p>Desert Island Environment Navigation</p>	<p>Sequence of lessons:</p>	<p>Sequence of lessons:</p> <ol style="list-style-type: none"> 1.Listen and Appraise Classical music 2.Understand about pulse and rhythm 3.Singing along to the pulse 4.Play instruments within the song and to create our own pulse 5.Improvisation using voices and instruments 6.Composition 	<p>Sequence of lessons:</p> <ol style="list-style-type: none"> 1.I know why Easter is so important to Christians and can talk confidently about the Last Supper. 2.I know why symbolism is so important to Christians and the Easter story. 3.I know how Palm Sunday, Good Friday and Easter Sunday are important events in the Easter story. 4.I know the Easter story from start to finish and can talk about it in detail.
<p>Composite/Outcome</p> <p>Understanding the environment and our impact of the earth Navigating our emotions</p>	<p>Composite/Outcome</p>	<p>Composite/Outcome</p> <p>Share and perform the learning that has taken place</p>	<p>Composite/Outcome</p> <p>I know the Easter story and why it is important to Christians</p>

Our books this term for reading comprehension:

-The Boy who Grew Dragons

Our books this term for English:

The Last Bear Adventure

Plants by DK
Information text