

Literacy

Labels, Lists and Captions, Tongue Twisters, Narrative, Letters, Non-fiction books

Spoken language

Ask relevant questions to extend their understanding and knowledge

Use relevant strategies to build their vocabulary
Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas

Reading

Be introduced to non-fiction books that are structured in different ways

Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
Participate in discussion about books, poems and other words that are read to them and those that they read for themselves, taking turns and listening to what others say

Make inferences on the basis of what is being said and done

Writing

Write for different purposes

Write about real events

Write down ideas and/or key words/including new vocabulary

Write poetry

Use spacing between words that reflects the size of the letters

Plan or say out loud what they are going to write about

Write narratives about personal experiences and those of others

Proof-read to check for errors in spelling, grammar and punctuation

Form lower case letters of the correct size relative to one another

Evaluate their writing with the teacher and other children

Personal, Social and Emotional Development

PSCHE: Good to be me

Doing something to be proud of
Responding in an assertive way
Helping someone with a worry
Stopping and thinking when they are angry others

Being Different and Equal

To understand that a stereotype is a fixed or generalised view of a group of people

R.E.: Christianity - *How important is it to Christians that Jesus came back to life after His crucifixion?*

Retell the Easter story and understand what Jesus' resurrection means for Christians.

Explore what children believe happens to you when you die and discuss how we remember people close to us.

Recall what Christians believe happened on Easter Sunday.

Share opinions and possible explanation as to what happened to Jesus after the empty tomb.

Spring term 2 Objectives The Scented Garden Year 2

Knowledge Outcomes

What are the different types of plants?

What is the structure of a plant?

What do plants stay healthy?

What is the flower's life cycle?

Challenge

Do all flowers have five petals?

Engage: Express:

Understanding of the World

Geography:

Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.

Being Different and Equal

To identify and understand the lives of significant individuals in the past who have contributed to National and International achievements

Science: Plants

Pupils should be taught to:

- observe and describe how seeds and bulbs grow into mature plants

- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Computing: Digital literacy (iPub)

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Physical Development

Dodgeball

Participate in team games, developing simple tactics for attacking and defending.

Expressive Art and Design

3D Models

Use a range of materials creatively to design and make products

Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

Music

Use voices expressively and creatively by singing songs and speaking chants and rhymes.

Mathematics

Please see separate objectives document from Success and Challenge cards