

## Literacy

**Narrative, Letters, Non-fiction books, Poetry**

### 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 inference 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: *What helps us to stay safe?*

Understand how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)

Know how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take

steps to avoid or remove themselves from them

Learn how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets

Learn how not everything they see online is true or trustworthy and that people can pretend to be someone they are not

Know how to tell a trusted adult if they are worried for themselves or others

### 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.

## 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.

### 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: **iAnimate**

Understand what an animation is

Understand the premise of a stop-frame animation

Understand that an animation consists of characters, a stage, props, sound, text and a story

Understand the importance of a storyboard in the story planning

process and to create their own storyboard

Understand that animations need to be scripted

Create a stop-frame animation

## Physical Development

### Health Related Exercise

Develop children's knowledge of how the body functions/changes during exercise

Develop children's ability to exercise at different intensities

Develop children's knowledge of the names & functions of muscles

## Expressive Art and Design

### Art and Design

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.

## Spring term 2 Objectives *The Scented Garden* Year 2

### Mathematics

*Please see objectives on the termly  
Success and Challenge cards*

**Engage:**

**Express:**

The Scented Garden