



**St Robert Southwell Catholic Primary School**  
*Aiming for Excellence - Being the Best We Can Be*

Year: 2 Theme: **Fossils and Fire**

Term: **Spring**

Teachers: **CM & SL**

Foundation subject in focus/rotation: **History and Art**

Religious Education	Christ at the Centre The Way, the Truth and the Life											
	The Good News						The Mass - Judaism					
	<b>The Good News</b> LO: To know about the Holy Family and reflect on Jesus being young like us.	<b>The Good News</b> LO: To know that Jesus chose some helpers and think about what we can learn from Simon Peter and Andrew.	<b>The Good News</b> LO: To know the story of the 10 lepers and think about why it is important to say thank you.	<b>The Good News</b> LO: To know that Jesus worked a miracle to feed a hungry crowd and be aware that Jesus asks us to help others in need.	<b>The Good News</b> LO: To know that Jesus cured a man who was paralysed and reflect on the great love Jesus has for all who are sick.	Judaism	<b>The Mass</b> LO: To know what happens at Mass and reflect on why it is important for us.	<b>The Mass</b> LO: To know what happens at the beginning of Mass and reflect on what we should do.	<b>The Mass</b> LO: To know why it is important to listen to the readings and reflect on how the readings can help us.	<b>The Mass</b> LO: To know that at the offertory we offer gifts to God and think about the gifts we can offer.	<b>The Mass</b> LO: To know what happens at the consecration and think about how important this is for us.	<b>The Mass</b> LO: To know that it is Jesus we receive in Holy Communion and reflect on how important this is for us.
	Spring 1 <b>Mary Anning</b>						Spring 2 <b>The Great fire of London</b>					
History	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. <ul style="list-style-type: none"> <li>Changes within living memory.</li> <li>Events beyond living memory that are significant nationally or globally (The Great Fire of London)</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>Significant historical events, people and places in their own locality.</li> </ul>											
	Black British History week	LO: To understand how the past is different to present (early 1800s focus).	LO: To study the early life of Mary Anning.	LO: To study Mary Anning's significant discovery.	LO: To study the legacy of Mary Anning.	LO: To show what I have learned about Mary Anning.	LO: To find out some of the ways in which London has changed.	LO: To find out some of the ways in which how we live now is different and similar to how people lived in 1666.	LO: To find out about how the Great Fire started and spread across London.	LO: To understand how we know about the Great Fire of London.	LO: To find out how London was rebuilt after the Great Fire.	LO: To show what I have learned about the Great Fire of London.
Art	<b>Drawing and Clay work</b> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>											
	Black British History week Lubaina Himid	To study a sculptor.	To study clay techniques.	To practise using clay techniques.	To create a clay fossil inspired by Mary Anning.	To review our clay models.	To study a pastel artist.	To study a range of pastel works and identify their key techniques.	To practise using pastel techniques.	To create a pastel work.	To create a pastel work.	To review our pastel work.
Reading	<ul style="list-style-type: none"> <li>contemporary and classic poetry, stories and non-fiction</li> <li>a wider range of stories, fairy stories and traditional tales</li> <li>non-fiction books that are structured in different ways</li> <li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>											
Fiction/ Fairy stories and traditional tales	Katie and the Dinosaurs Never ask a Dinosaur to Dinner Dinosaur Cove - Attack of the Lizard King If I had a Dinosaur Vlad and the Great Fire of London											
Poetry												
Non-Fiction	Stone Girl Bone Girl (Mary Anning).											
Writing	<ul style="list-style-type: none"> <li>writing narratives about personal experiences and those of others</li> <li>writing about real events</li> <li>writing poetry</li> </ul>											

*Following Jesus' footsteps and inspired by St. Robert Southwell we work hard, aim high and treat everyone with honesty and gentleness.*



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<ul style="list-style-type: none"> <li>writing for different purposes (to entertain and to inform)</li> </ul>																										
Grammar and Punctuation	Subordination						Commas to separate items in a list																			
	Coordination						Apostrophes																			
Spelling	Adding endings ed, er, est		Adding ing to words		Adding ing, est, er, ed to the end of words		Adding ing, est, er, ed to the end of words		The sounds /or/ spelt a before l or ll		Common exception words															
									The Sound /u/ spelt with o		The sound /ee/ spelt with 'ey'															
									The 'o' sound spelt with 'a' after 'w' and 'qu'		The stressed /er/ spelt with 'or' after 'w' and the sound 'or' spelt 'ar' after 'w'		The sound 'zh' spelt with 's'		Common exception words		Recap		Recap							
Science	Living things and their habitats																									
	asking simple questions and recognising that they can be answered in different ways <ul style="list-style-type: none"> <li>observing closely, using simple equipment</li> <li>performing simple tests</li> <li>identifying and classifying</li> <li>using their observations and ideas to suggest answers to questions</li> <li>gathering and recording data to help in answering questions.</li> </ul>																									
	<ul style="list-style-type: none"> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>identify and name a variety of plants and animals in their habitats, including microhabitats * describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul>																									
	Key words and Target		LO: To explore and compare the differences between things that are living, dead, and things that have never been alive.			LO: To identify and name a variety of plants and animals in their habitats.			LO: To identify and name a variety of plants and animals in their habitats.			To identify and name a variety of plants and animals in their habitats, including microhabitats.		Mini-beast hunt		To identify that most living things live in habitats to which they are suited & describe how different habitats provide for the basic needs of different kinds of animals & plants.		LO: To know that living things in a habitat depend on each other.		LO: To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food		Create a clay fossil		Minibeast hunt		Unit Review
Number: Multiplication and Division					Number: Fractions					Geometry: Properties of shape					Measurement: length & height					Statistics measurement: time						
<ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs</li> <li>show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> </ul>					<ul style="list-style-type: none"> <li>recognise, find, name and write fractions 3 1 , 4 1 , 4 2 and 4 3 of a length, shape, set of objects or quantity</li> <li>write simple fractions for example, 2 1 of 6 = 3 and recognise the equivalence of 4 2 and 2 1 .</li> </ul>					<ul style="list-style-type: none"> <li>identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</li> <li>compare and sort common 2-D and 3-D shapes and everyday objects.</li> </ul>					<ul style="list-style-type: none"> <li>choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> <li>compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> </ul>					<ul style="list-style-type: none"> <li>interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> <li>ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>ask and answer questions about totalling and comparing categorical data.</li> <li>compare and sequence intervals of time</li> <li>tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</li> <li>know the number of minutes in an hour and the number of hours in a day.</li> </ul>						
P.E	Circuit Training and Team games																									
	<ul style="list-style-type: none"> <li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>participate in team games, developing simple tactics for attacking and defending</li> </ul>																									
To change the direction of movements with control.		To use and combine different types of jumps.			To perform movements with control and accuracy			To combine more than one skill to complete an activity.			To complete activities independently and try to improve own performance.		Invasion games		Invasion games		Invasion games		Invasion games		Invasion games		Invasion games			



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Computing	E-Safety	Make a video review
	<ul style="list-style-type: none"> <li>• understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>• create and debug simple programs</li> <li>• use logical reasoning to predict the behaviour of simple programs</li> <li>• <b>use technology purposefully to create, organise, store, manipulate and retrieve digital content</b></li> <li>• recognise common uses of information technology beyond school</li> <li>• use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>	
	Positive online relationships and anti-bullying	Make a video review
Music	Introduction to recorder	
	<ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	
Italian	Italian	
	Numbers 20-50	Months and days of the week
Experience Entitlement	Safer internet day 11 <sup>th</sup> Feb , World Braille Day 4 <sup>th</sup> Jan , National handwriting day 23 <sup>rd</sup> Jan , National story telling Week 1 <sup>st</sup> Feb, Carnevale 16 <sup>th</sup> Feb	STEM, World water day 22 <sup>nd</sup> March, Fairtrade Fortnight 22 <sup>nd</sup> Feb, World book day 4 <sup>th</sup> March, World poetry day 21 <sup>st</sup> March, Art exhibition, International Dance day 29 <sup>th</sup> April
Stimuli /Visits/ Hooks/ Visitors	Hatch a dino egg!	Dinosaur visit.....