

English
Spring 1 Learning Journey
 Text: *Range of poetry*
Outcome: write own poems
Spring 1 Learning Journey
 Text: *Poles Apart*
Outcome: Narrative and emails
Spring 1 Learning Journey
 Text: *Blue Penguin*
Outcome: Book review and persuasive letter
Spring 2 Learning Journey
 Text: *Samson's Titanic Journey*
Outcome: Recount and diary entry in role
Spring 2 Learning Journey
 Text: *Rescuing Titanic*
Outcome: Non-chronological report

Reading - Whole class reading texts and Little Wandle texts for reading groups

Maths (NCETM)
 5. Introduction to multiplication
 6. Introduction to division structures
 7. Shape
 8. Addition and subtraction of two-digit numbers (2)

Science
Materials:

- There are many different materials that have different observable properties.
- Materials that have similar properties are grouped into metals, rocks, fabrics, wood, plastic and ceramics (including glass).
- The properties of a material determine whether they are suitable for a purpose.
- Materials can be changed by physical force (twisting, bending, squashing and stretching).

Pushes and pulls:

- Objects can move (be in motion) in various ways-roll, slide and bounce
- The pushing or pulling of an object can affect its motion.
- Pushing or pulling can do three things, slow down, speed up or change the direction of an object.
- The larger the push/pull the bigger the effect on motion

Working scientifically:

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Performing simple tests
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions

Geography
 Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Oymyakon

Launchpad: Polar exploration
Question: Would you rather live in the UK or the Antarctic?
Investigate (skills): What is the weather like in countries near the Equator?
 How does the weather change as we move further from the Equator?
Connect, compare and patterns: Compare the UK to Oymyakon.
Conclusions: Would you rather live in Romsey or Oymyakon? Explain how life would be different if you lived in Oymyakon.
Communicate (Goal): To write a diary entry explaining why I would rather live in Romsey/Oymyakon.

PE
Creative: Gymnastic type activities
 -Perform actions and movement with control, coordination and variety with a clear start and finish.
 -Choose and link actions; remember and repeat accurately and consistently; find and use space safely, with an awareness of others; use the four basic shapes in sports specific gymnastic moves.
 -Use different parts of their body and stretch, tense muscles to ensure balance, coordination and travel.
 -Describe how balance and coordination is involved in linking their movement phrases and the importance of a start and finish
Games - invasion
 -Use basic underarm, rolling, hitting skills; sometimes use overarm skills; intercept, retrieve, stop, receive, track different equipment, (bean bag, balls) with some consistency; moving in line with the ball to collect it.
 -Send, receive, strike a ball in a variety of ways depending on the needs of the game; choose different ways of sending, receiving, striking; decide where to stand to make it difficult for their opponent.
 -Describe how their body feels during games.
 -Describe what they and others are doing through peer and self-assessment.
FFS: creative - dance
 -Perform basic body actions; use different parts of the body singly and in combination; show some sense of dynamic, expressive and rhythmic qualities in their own dance.
 -Choose appropriate movements for different dance ideas; remember and repeat short dance phrases and simple dances; move with control; vary the way they use space.
 -Describe basic body actions and simple expressive and dynamic qualities of movement.

Year 2

Spring Term

Poles Apart and Titanic

Are we stronger together?

Trip - Sea City Museum

History
 Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life and significant historical events, people and places in their own locality.

Titanic

- Ask questions based on the past
- Place events in chronological order
- Recognise why events happened and what happened as a result
- Make comparisons between different groups within a historical period
- The Goal: To write a newspaper article about what happened to Titanic

Games: net/wall, strike/field
 -Use basic underarm, rolling, hitting skills; sometimes use overarm skills; intercept, retrieve, stop, receive, track different equipment, (bean bag, balls) with some consistency; moving in line with the ball to collect it.
 -Send, receive, strike a ball in a variety of ways depending on the needs of the game; choose different ways of sending, receiving, striking; decide where to stand to make it difficult for their opponent.
 -Describe what they and others are doing through peer and self-assessment.

Design Technology
 To design, make and evaluate a pop-up book
Generate ideas from their own and others' experiences. Explore and evaluate a range of existing products.
Design purposeful, functional, appealing products for themselves and other users based on design criteria.

- Use models, pictures and words to describe my designs.
- Plan by suggesting what to do next as ideas develop.

Make a product that uses movement. (Pop up books)

- Develop ideas by shaping materials and putting together components.
- Select appropriate tools, techniques and materials, explaining my choices.
- Use accurate measurements in cm.
- Use scissors precisely when cutting out.
- Know that the product needs to be made from the materials that are suitable for the job.
- Use a number of materials with strong joints.

Evaluate their ideas and products against design criteria.

- Identify what they could have done differently and how they could improve their work in the future.

Technical Knowledge:

- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
- Make structures stronger by folding, joining or by shape (columns, triangles.)

ICT - Computing
Programming - code.org
 -Understand that algorithms are implemented as programs on digital devices
 -Understand that programs execute by following precise and unambiguous instructions
 -Debug simple programs
 -Use logical reasoning to predict the behaviour of simple programs
Stop motion animation - Titanic
 -Use technology purposefully to organise digital content
 -Use technology purposefully to manipulate digital content

PSHE (Jigsaw):
Goals and Dreams

- I made the feathers for our dream bird and I gave them to Savannah who stuck them on. They were better at sticking, I was better at cutting out.
- It felt good and bad working in a group. When the group worked well together and didn't argue I was happy in the group. When we argued it stopped us getting on with our bird and that made me feel frustrated.

Healthy Me

- Healthy food gives my body energy. Some foods like sweets are unhealthy because they have too much sugar.
- I feel happy when I make healthy choices. If I made unhealthy choices I might feel scared because I would be frightened that I have hurt my body.

RE

Concept: Remembering

Context: Passover

Evaluate and Explain - Evaluate by describing the value or importance of remembering Passover for Jews

Concept: Salvation

Context: Why does Easter matter to Christians?

(Digging deeper)

Evaluate and Apply - Explain if and why forgiveness is or isn't important for people today

Art

Recycling sculpture - Eddie Martinez

Form - awareness of natural and manmade forms, expression of personal experiences and ideas, to shape and form from direct observation, decorative techniques, work and that of other sculptors

Texture - Overlapping and overlaying to create effects

Colour - begin to describe colours by object, using colour on a large scale.

Music

Music - Rhythm Games

- Listening and responding to music games
- **Instruments of the orchestra** - looking at how orchestral instruments are played and what they sound like.
- **Composing** - exploring and writing graphic scores
- **Singing** - using voices musically in Easter Performance in Romsey Abbey