



Class: Buds  
Y2

**Curriculum Driver:** Science

**Curriculum Theme:** Living things and their habitats

**British values:** Diversity

Term: Spring 2

Locality:

Engaging:

Ambitious and aspirational:

Purposeful:

Sequence of Learning

Subject	Intent and links to previous learning	1	2	3	4	5	6	Outcome/Composite
<p><b>Science</b> Living Habitats</p>	<p>Year 1: identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Intent: In this unit children will learn about a variety of habitats and the plants and animals that live there.</p>	<p>To be able to explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>Identifying, Classifying and Grouping</p>  <p>Observing closely</p>	<p>To be able to describe how different habitats provide for the basic needs of different kinds of animals and plants.</p> <p>Pattern Seeking</p> 	<p>To be able to identify that most living things live in habitats to which they are suited.</p> <p>TAPS: Woodlice Habitats</p> <p>Gathering and recording results</p> 	<p>To be able to identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>Identifying, Classifying and Grouping</p>  <p>Observing closely.</p>	<p>To be able to describe how animals obtain their food.</p>	<p>To understand a simple food chain.</p>	<p>Be able to create a habitat to show where animals and plants live and in particular coastal habitats/ seals</p>
<p><b>Computing</b> Tally charts and pictograms</p>	<p>To understand how to interpret data and represent this digitally for others to understand. Builds on previous learning in Mathematics from tally charts.</p>	<p>To recognise that we can count and compare objects using tally charts.</p>	<p>To recognise that objects can be presented as pictures.</p>	<p>To use a tally chart to create a pictogram.</p>	<p>To be able to create a pictogram to arrange objects by an attribute.</p>	<p>To recognise that people can be described by attributes.</p>	<p>To use a computer program to present information in different ways.</p>	<p>Learners will understand what data means and understand how this can be collected and created. They will be able to produce a pictogram and block diagram by the end of the unit.</p>
<p><b>Art</b> plants</p>	<p>Artist - Susan Christopher Coulson</p>	<p>Lesson 1: To be able to respond to the work of an artist</p>	<p>Lesson 2: To be able to use varying pressure to create light and dark lines</p>	<p>Lesson 3: To use a range of tools and mark making techniques to imply texture</p>	<p>Lesson 4: To create shapes using different size and position,</p>	<p>Lesson 5: To create observational drawings using varying mark making skills.</p>		
<p><b>RE</b> Why does Easter matter to Christians?</p>	<p>Link to prior learning about the Nativity story and what we learnt about Christians. Prior F3: Why is Easter special for Christians?</p>	<p>To be able to discuss the links between the 'big story' and new life</p>	<p>To be able to tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</p>	<p>To be able to discuss the emotions of Jesus' followers during Holy Week.</p>	<p>To be able to connect the idea of eggs, new life and the belief in Jesus's resurrection.</p>	<p>To be able to find out how churches celebrate different parts of Holy Week and how they</p>	<p>Children will have an understanding of Salvation and Incarnation and why Jesus died for us. They will be able to identify at least 3 things that Christians do to celebrate Easter in church.</p>	

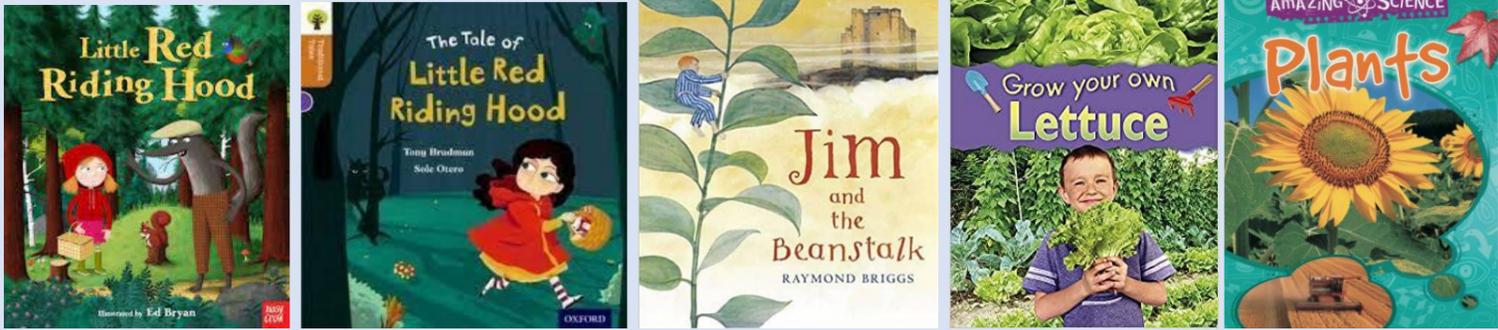
	1.5 SALVATION: Why does Easter matter to Christians?	that comes in spring.  Understand that Palm Sunday signifies the beginning of 'Holy Week'.	Good Friday Easter Sunday				connect with the events in the story. 	To be able to discuss the meaning of the words 'Incarnation' and 'Salvation'.
<b>RHSE</b> Families and committed relationships	Build on Year 1 learning; The importance of family Year 2: Families and committed relationships The diversity of family  These sequence of lessons will be exploring the importance and diversity of families, and healthy, positive family relationships. Natterhub	To know that different people can be part of a family.	To describe the things that make family relationships healthy and happy.	Understand the differences between and similarities between our families and others.				We will be able to: describe the things that make family relationships healthy and happy <ul style="list-style-type: none"> <li>describe different types of happy family</li> <li>explain ways in which our own families are similar and different to others', and show respect for these differences</li> <li>describe some family traditions.</li> </ul>
<b>E safety</b> Natterhub		Protecting my privacy: To describe and explain some rules for keeping information private	Fake profiles: To find out how to spot a fake profile					
<b>PE - Indoor</b> Real P.E unit 4 Creative Ball skills Partner balance	Unit 4: Creative focus Creative Skill: I can select and link movements together to fit a theme. I can begin to compare my movements and skills with those of others.	I can sit and roll a ball along the floor and around my body with two hands.	I can sit and roll a ball along the floor around my body using 1 hand (right and left).	I can roll a ball down to my toes and back up then around my upper body using two hands.	Seated and kneeling balances. Balance with a wide base.	Use standing balance with a small base, using one hand to secure the balance.	I can sit facing a partner, rock forwards backwards and side to side.	I can select and link movements together to fit a theme and I can begin to compare my movements and skills with those of others.
<b>PE - Outdoor</b> Tennis	In this unit children develop basic game-playing skills, in particular throwing and catching. They play games based on net games (like tennis and badminton), and games based on striking and fielding games (like rounders and cricket).	To feed and hit a small soft ball using your hands.	Learn to revise how to use a racket. Learn how exercise produces healthy feelings.	Learn to feed a ball accurately to their partner. Learn to send a ball accurately using a racket.	Learn to evaluate others' performance and help them improve.	Learn to hit the ball over a net to bounce twice on the other side to score points. To play well as a team and help each other.	Learn to hit the ball accurately to different targets.	The children should be able to use a racket to accurately send a ball. They will learn to hit a ball over a net to bounce twice and be able to hit a ball at a target.
<b>Music</b> Sound mapping and technology	Learn songs and be able to discuss dynamics, riffs and structures in songs. Charanga. Unit 4. Zootime	To be able to recall how to make sound map journeys. Make a simple sound journey based on outside sounds, and using	To be able to make a pattern of 2 sounds at the same time. Start to use uniformed symbols that others in the class	To be able to consider instruments that could represent outside sounds, such as a shakey egg for the wind etc.	To be able to make a pattern of symbols using untuned percussion, and follow it. Get another	To be able to consider adding dynamics to patterns of symbols. How could we get each other to play louder or quieter?	To be able to 'conduct' a group of pupils, or the whole class, to perform your music. Create a pattern of symbols,	Begin to recognise the basic style indicators of Reggae music.

		symbols.	can understand.		classmate to follow your pattern - does it sound the same?	Use standard and own dynamic symbols. Watch conductors of big orchestras online.	including dynamics.	
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**Personal development**

Walk to School Week  
 Road Safety  
 Comic Relief  
 Healthy eating - nutrition and food

**Reading Opportunities:**



The Reading Opportunities section displays five book covers. From left to right: 1. 'Little Red Riding Hood' by Ed Bryan, featuring a wolf and a girl in a red hood. 2. 'The Tale of Little Red Riding Hood' by Tony Bradman, featuring a girl in a red dress. 3. 'Jim and the Beanstalk' by Raymond Briggs, featuring a boy climbing a beanstalk. 4. 'Grow your own Lettuce', featuring a boy holding a bunch of lettuce. 5. 'Plants' from the 'Amazing Science' series, featuring a sunflower.