



**'Let your light 'shine' before others that they may see your good works.' Matthew 5 v 16**

*Success – Happiness – Independence - New experiences – Engagement*

**Year 2 Term 5 Planning**

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>English</b> Dragon Machine  Toys in Space	-Free writing -To use prepositions -To use conjunctions -To write an information text.	-To use prefix -un -To write commands -To write a letter -To create their own dragon machine	-To create expanded noun phrases -To identify and use verbs that describe movement -To retell a narrative	-To use conjunctions to make predictions -To create a found poster -To write in role -To write a diary entry	-To write a chronological timeline -To write an invitation -To write a fantasy setting description	-To create a character profile -To plan a story based on a familiar structure -To write our own fantasy narrative
<b>Maths</b>  Fractions  Time	-Temperature -Intro to parts and wholes -Equal and unequal parts -Recognize a half -Find a half	-Recognize a quarter -Find a quarter -Recognize a third -Find a third -Find the whole	-Unit fractions -Non-unit fractions -Recognize three quarters -Find three quarters -Count in fractions up to a whole	-O'clock and half past -Quarter to/Quarter past	-Tell time past the hour -Tell time to the hour	-Tell the time to 5 minutes -Minutes in an hour -Hours in a day
<b>Science</b> Animals, Including humans	How do animals change as they get older?	Do human body parts change with age?	What do animals need to survive?	Why should humans exercise?	Why do we eat different types of food?	
<b>RE</b> Islam: Who is a Muslim and what do they believe?	To use the right words to describe some things that are important in Islam.	Maidstone Mosque Trip.	To recognise how important the Qur'an is to Muslims and give an example of a way Muslims treat the Qur'an.	To identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr.	To respond sensitively to what matters to Muslims and what matters to me.	Unit recap.

<b><u>Geography</u></b> What is it like to live by the coast?	To locate the seas and oceans surrounding the UK.	To explain what the coast is.	To identify the physical features of the coast.	To identify human features on the coast.	To investigate how people use the local coast.	To present findings on how people use the local coast.
<b><u>Art</u></b> Sculptures and 3D: Clay houses	To use my hands as a tool to shape clay.	To shape a pinch pot and join clay shapes as decoration.	To use impressing and joining techniques to decorate a clay tile.	To use drawing to plan the features of a 3D model.	To make a 3D clay tile from a drawn design.	
<b><u>PE</u></b>	<b><u>Forest School</u></b>  <b><u>Rounders</u></b> Introduction	<b><u>Forest School</u></b>  <b><u>Rounders</u></b> Fielding – Ball Skills	<b><u>Forest School</u></b>  <b><u>Rounders</u></b> Fielding- Throwing & Catching	<b><u>Forest School</u></b>  <b><u>Rounders</u></b> Batting	<b><u>Forest School</u></b>  <b><u>Rounders</u></b> Simple games	<b><u>Forest School</u></b>  <b><u>Rounders</u></b> Final lesson
<b><u>Music</u></b> Dynamics, timbre, tempo and motifs (space)	Space soundtrack	Listening to space	Comparing planets	Planet motif	Journey to space	
<b><u>Computing</u></b> Creating media – digital music	How music makes us feel	Rhythms and patterns	How music can be used	Notes and tempo	Creating digital music	Reviewing and editing music
<b><u>PSHE</u></b> Healthy Me	Families	Keeping Safe (Exploring physical contact)	Friends and conflict	Secrets	Trust and appreciation	Celebrating my special relationships