

**Title:** Holidays

**Class:** Rea

**Cycle Year:** 2

**Term:** Spring

**Educational Visits:**

**Develop our English skills through the stimuli of:**

- A traditional story based on "The Elves and the Shoemaker".
- A recount of our class trip to Shrewsbury Museum.
- A story based on the text "George and the Dragon" by Christopher Wormell.
- Explanation text, based on the life cycle of a frog.
- Writing about the strange events in David Weisner's book 'Tuesday'.

**Reading texts from our reading spine.**

- Who's Afraid Of The Big Bad Book and The Storybook Wolves by Lauren Child
- Emily Brown and the Thing by Cressida Cowell
- George and the Dragon by Christopher Wormell
- Traditional tales: Rumpelstiltskin
- Traditional tales: Rapunzel
- The pea and the princess by Mini Grey
- Poem: Ten Things a Real Princess can do by Clare Bevan
- The wolf story: What really happened to Little Red Riding Hood by Toby Forward

Please see our writing progression sheets for further guidance.

Phonics is taught in line with Little Wandle progression. [https://stottesdon-school.co.uk/media/40580/programme-overview\\_reception-and-year-1-1.pdf](https://stottesdon-school.co.uk/media/40580/programme-overview_reception-and-year-1-1.pdf)

**We will develop our Maths skills through key foci of:**

In line with the Herts for learning guidance:

- Geometry (naming and describing the properties of 2d and 3d shapes).
- Regrouping to Add and Subtract (Bridging strategies).
- Choices for Addition and Subtraction (which strategy to use)
- Problem Solving with Addition and Subtraction
- Doubling and Halving (using multiplication knowledge).
- Multiplication –Counting, Multiples and Repeated Addition
- Multiplication –Number of Groups, Group Size and Product
- Division –Sharing and Grouping
- Problem Solving with Multiplication and Division (including bar modelling and scaling)

We will also use our measuring skills in other areas of the curriculum such as DT making sliders and science.

Developing the automaticity and fluency of number facts through mastering number.

Please see skills and knowledge in year group assessment grids.

**As scientists we will focus on:**

**Working scientifically. Pupils will be taught to use the following practical scientific methods, processes and skills within the topics. They will:**

- 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.
- Display results using simple diagrams and writing.
- Find out information using secondary sources.

Use appropriate scientific vocabulary in their explanations

**Seasons:**

- Observe changes across the 4 seasons.
- Observe and describe weather associated with the seasons and how day length varies.
- The above will be done with a specific focus on changes from Winter to Spring.
- **Animals Including Humans**
- Identify and name a variety of common British animals including fish, amphibians, reptiles, birds and mammals. (Identifying and classifying investigation)
- Describe and compare the structure of a variety of common animals focusing on mammals, reptiles and birds.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores, particularly farmyard and British animals.
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Research and notice that animals, including humans, have offspring which grow into adults, looking at the life cycle of chickens and frogs.
- Investigate "Do older children have bigger hands?" (Pattern seeking investigation)
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air), focusing on humans and farmyard animals (Researching using secondary sources).
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Main focus – exercise and hygiene).

**P.E.**

**Physical activities and sports development in the areas below (following our progression of skills):**

- Multi-skills: co-operation games; use of space games.
- Dance: linking movements (beginning/middle/end); control and co-ordination; variety of movement (BBC time to move/let's move Pied Piper; Hare and the tortoise; other story resources).
- Gymnastics: balance, jumps, roll, travel and applying to sequences.

Please see our PE progression skills for further guidance.

**As experts in computing we will:**

- Revisit online safety (passwords, logging out, not uploading personal information, digital footprint); consider searching effectively; sharing things on a display board and beginning to consider emailing safely and reporting inappropriate content (2.2)
- Create an animated story book (2create 1.6). They will use images, animations, sound, typing, copying, pasting. Children will save, overwrite and retrieve their saved work.
- Use our Microbits to programme flashing LED image loops and learn to control the speed and add text.

Please see computing skills sheets for further guidance.

**R.E.**

**Why does Easter matter to Christians? 1.5**

**Learning outcomes:**

**Make sense of belief:**

- Recognise that Incarnation and Salvation are part of the "big story" of the Bible.
- Tell stories of Holy Week and Easter; recognise a link with the idea of Salvation.

**Understand the impact:**

- Give examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter, eg: Palm cross, hot cross buns, walk of witness, joyful songs (easter day).

**Making connections:**

- Think/talk/ask questions about whether the Easter story only has something to say to Christians, or does it say something about sadness, hope or heaven – give a good reason for their ideas.

**PSHE**

**Personal, Social, Health and Emotional Development (including Relationships and Sex Education). Pupils will have the opportunity to explore:**

**Dreams and Goals:**

- Setting goals
- Identifying successes and achievements
- Learning styles
- Working well and celebrating achievement with a partner
- Tackling new challenges
- Identifying and overcoming obstacles
- Feelings of success

**Healthy Me:**

- Keeping myself healthy
- Healthier lifestyle choices
- Keeping clean
- Being safe
- Medicine safety/safety with household items
- Road safety
- Linking health and happiness

**As historians we will:**

- Learn that a long time ago there wasn't much holiday time.
- Learn that people travelled to the seaside by train or coach. A few people used a car (charabancs).
- Know that most people went on holiday in the United Kingdom. Some went to holiday resorts such as Butlins or Pontins.
- Say some ways holidays are the same/different in the past to now for example clothing, shops, leisure activities.
- Know that historians can find out about holidays by looking at postcards, or souvenirs or photographs.

**As geographers we will:**

Link the everyday experience of buying and eating food within the UK with the children's growing geographical understanding of the world. We will:

- Use an atlas to name and locate on a map the four countries and capital cities of the UK.
- Describe and explain that everyday food products (examples are oilseed rape, crisps, apple juice pork pies, potatoes (Northern Ireland), rhubarb (Yorkshire), Welsh cakes (Wales) have been changed (processed) before they are packed/bought, using a map to identify the location of some of their ingredients.
- Talk about human and physical environments (including natural environments), such as farmland (around Stottesdon), the local area (Bridgnorth) and further afield: London, West Midlands, Northeast naming features and using some key vocabulary.
- Use fieldwork to find out about food products sold at a local market.
- Use aerial photographs and plan perspectives to describe and recognise landmarks and basic human and physical features.

**As artists we will explore surface and colour.**

Expressive Painting

Disciplines: Painting, Sketchbook

Medium: Acrylic Paint, Paper

Artists: Marela Zacarias, Charlie French, Vincent Van Gogh, Cezanne

- See how artists, contemporary and old masters, sometimes use paint in an expressive, loose way to create paintings full of life and colour.
- Share my response to the work of other artists.
- Use my sketchbook to fill full of colour and brush marks, inspired by other artists.
- Recognise primary colours and mix secondary colours.
- Experiment with hues by changing the amount of primary colours I add.
- Use various homemade tools to apply paint in abstract patterns.
- Make a loose drawing from a still life.
- Use gestural mark making with paint and incorporate the colours and shapes in the still life to make an expressive painting.
- Share my experiments and final piece with others and share what I liked and what went well.
- Enjoy the work of my classmates and I can see how all the work is different. I can share my response to some of their work.

**As designers we will focus on the aspect of Mechanisms**

**Focus: Sliders and Levers**

**Technical knowledge and understanding**

- Explore and use sliders and levers.
- Understand that different mechanisms produce different types of movement.
- Know and use technical vocabulary relevant to the project.

**Designing**

- Generate ideas based on simple design criteria and their own experiences, explaining what they could make.
- Develop, model and communicate their ideas through drawings and mock-ups with card and paper.

**Making**

- Plan by suggesting what to do next.
- Select and use tools, explaining their choices, to cut, shape and join paper and card.
- Use simple finishing techniques suitable for the product they are creating.

**Evaluating**

- Explore a range of existing books and everyday products that use simple sliders and levers.
- Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.

**As musicians we will:**

- Listen and describe music and its images using: high/low; loud/quiet; fast/slow; thoughts/feelings
- Follow and respond physically to pitch change (high – middle -low) in short melodic phrases (including matching voices/tuned percussion to graphic notation)
- Experiment with instrument timbres (incl. voice) and representing them with graphics
- Perform (sing and play) with increasing pitching control and an awareness of some musical elements (pitch; tempo; dynamics; duration).
- Record, evaluate and improve our performances.