

English
 Spring Learning Journey 2
 Text: *Blue Penguin* by Petr Horáček
 Outcome: book review for website persuasive letter from Little Penguin
 Spring Learning Journey 3
 Text: *Samson's Titanic Journey* by Lauren Graham
 Outcome: recount of visit to SeaCity Museum diary as Samson

- Maths**
- Fractions**
- Make equal parts
 - Recognise a half
 - Find a half
 - Recognise a quarter
 - Find a quarter
 - Recognise a third
 - Find a third
 - Unit fractions
 - Non-unit fractions
 - Equivalence of $\frac{1}{2}$ and $\frac{2}{4}$
 - Find three quarters
 - Count in fractions
- Properties of shapes**
- Recognise 2-D and 3-D shapes
 - Count sides on 2-D shapes
 - Count vertices on 2-D shapes
 - Draw 2-D shapes
 - Lines of symmetry
 - Sort 2-D shapes
 - Make patterns with 2-D shapes
 - Count faces on 3-D shapes
 - Count edges on 3-D shapes
 - Count vertices on 3-D shapes
 - Sort 3-D shapes
 - Make patterns with 3-D shapes

Science Materials, their properties and why we choose materials: materials for clothes (6 sessions)
The big idea about materials.
 There are many different materials that have different describable and measurable 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.
Exploring materials and their properties.
 These ideas are explored through testing materials to see if they are appropriate for particular jobs. Topics need to be arranged so that all the main groups of materials are explored and important properties are investigated (strength, flexibility, waterproofness, absorbency, softness, slippiness, stretchiness, brittleness)

Science - Longitudinal Study - Will Steve the stick insect be lonely?
 Children should raise and explore questions that *demand* the identification of creatures and plants in their local environment and how their populations change through the seasons. Linking the properties of the seasons to the changing populations and beginning to question how populations of different organisms are related.
Chapter 1: Carnivores and herbivores.
 All animals get their nutrients by eating. Some animals hunt and eat other animals (*predators*) and some animals are hunted and eaten by other animals (*prey*). Animals that eat only other animals are called *carnivores*. Animals that only eat plants are called *herbivores*, and animals that eat both animals and plants are called *omnivores*
Chapter 2: Adapted to survive: All animals are adapted to eat and survive (they are adapted to survive as predators *and* prey). Animals have adapted many different ways to survive as predators or prey. Plants are also adapted to survive; they have adapted to get the water and light they need and avoid being eaten or dying when chewed.
Chapter 3: Surviving seasonal changes: The changing seasons have a dramatic effect on plants, which has an impact on the animals that feed on them. Animals have adapted ways of surviving when the seasons change and food become scarce including hibernating, storing food (fattening up), migrating.

PE: Country 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 2: (Titanic)

Are we stronger together?

Visit: Sea City Museum

History - The Titanic: triumph or tragedy? (Hampshire Services History Pack)
 Describe significant historical events, people and places in this locality
 Find out about events beyond living memory that are significant nationally or globally.
 Develop an awareness of the past.
 Use common words and phrases relating to the passing of time.
 Explain where these events and people fit into a chronological framework.
 Identify similarities and differences

Net/wall games 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.

DT - Titanic pop up books. Explore and use sliders / levers in books.
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.)

Music -Rhythm Games
Listening and responding to music games: Toby's Ark, a sea voyage around the world, linked to the titanic. Sing contrasting songs that tell the story of the journey of Toby's Ark.
Performance Opportunity to parents and school: .Play a 3 part percussion piece as a whole class. Compose a piece of storm music using body percussion, exploring how they can make sounds which are softer and louder, understanding the musical term crescendo and diminuendo.
Listening to Return of the Fishing Boat - Shuhua lou, link to India - Tigers, Pan Flute Armonia Song - link to South America - Kinkajou
 Benjamin Britten's Storm Interlude from Peter Grimes - link to the storm music in Toby's Ark - children draw storm pictures while listening to the music

PSHE (Jigsaw)

Healthy Me

RE -
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

ICT

Information Technology - Stop Motion Animation - Titanic

Use technology purposefully to organise digital content
 Use technology purposefully to manipulate digital content