



Collaboration Effort

Excellence Respect

Banks Lane Infant & Nursery School

Year 2

Spring Term 1:

Topic: Where the Dragons Dance

Big Question: Should we forgive others?



English

Texts: The Willow Pattern, Where the Dragons Dance

Writing to Entertain: story writing, character description

Reading: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently, participate in discussion about books, poems and other works that are read to them and those that they can read for themselves

Echo Reading, Choral Reading, teaching of VIPERS

Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately

Reading & Writing: The sound /u/ spelt with 'o', the sound / ee/ spelt with 'ey', the /o/ sound spelt with 'a' after w and qu, the stressed /er/ spelt with 'or' after w and the sound / or/ spelt 'ar' after w, the sound /zh/ spelt 's'

Writing: DEAL strategies to help us explore and understand the text, to plan our own retelling of the story drawing from the language and structure of the book and to write then edit our own story. To write a character description.

Descender letter joins; Ladder Family; y, j Curly Caterpillar Family; g, f, q

Sentence: Subordination (using when, if, that, because) and co-ordination (using or, and, but), expanded noun phrases for description and specification

Punctuation: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences

Geography

Locational Knowledge, Human and Physical Geography, Place, Geography Skills and Fieldwork

Locate China on globes, atlases, Google Earth. Use geographical vocabulary to talk about physical & human features in China-Mountain regions, rural cities. Talk about similarities and differences between Stockport, Beijing & a rural area of China. Research a famous natural landmark in China using secondary sources, maps and globes. Find it's location and write about the physi-

RE

Believing: What can we learn from sacred books? Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories.

Make links between the messages within sacred texts and the way people live.

Expressing: What can we learn from sacred books? Recognise that sacred texts contain stories which are special to many people and should be treated with respect.

Living: What can we learn from sacred books? 1.4 **What can we learn from sacred books?**

Ask and suggest answers to questions arising from stories Jesus told and from another religion.

Talk about issues of good and bad, right and wrong arising from the stories.

Suggest their own ideas about stories from sacred texts and give reasons for their significance.

PE

Dance - To copy, repeat and create actions in response to a stimulus. Create and perform actions considering dynamics. Pupils will create a short dance phrase with a partner showing clear changes of speed. To copy, repeat and create movement patterns in response to the theme. To create and perform using unison, mirroring and matching with a partner. To remember and repeat actions and dance as a group.

Games - Sending & receiving: developing s&r with increased control. Explore dribbling with hands and feet with increasing control on the move. Explore moving into space away from others. Pupils will develop moving into space away from defenders and explore staying close to other players to try and stop them getting the ball.

Art

Willow Pattern plate—Drawing, Willo Papier Mache—Sculpyure

Generating Ideas: Design own pattern inspired by Willow Pattern in sketch books.

Making: Reproduce the pattern of the Willow Pattern using pencil crayon, replicating the distinctive style and design. (drawing) Sculpt a tea cup using technique of papier-mâché and a plastic bowl. Add own design to their tea cup.

Evaluating: Share their opinion on the design of the Willow pattern.

Knowledge & Understanding: Know that art can different forms and can be produced by crafts people and designers (Minton/Spode/The Potteries). Explain the techniques they have chosen.

Computing

Making Music: Creating Chinese music.

Make patterns and use them to make music with percussion instruments and digital tools. Creating different rhythms and tunes, using the movement of the Chinese Lion Dance for inspiration. Comparing digital and non-digital music.

Online Relationships

Understanding the dangers of online communication and dealing with this. The importance of adult support.

Maths

Measure: Money

Count money (pence, pounds, notes and coins), select money, make the same amount, compare money, find the total, difference, find change, two-step problems.

Number: Multiplication and division:

Recognise, make and add equal groups, multiplication sentences using the x symbol, multiplication sentences from pictures, use arrays, 2, 5, 10 times-tables.

DT

Food and Nutrition; Preparing fruit and vegetables

Exploring different vegetables—taste, smell ect focusing on where they come from and how they grow. Food hygiene practices and using simple utensils (knife, grater and peeler). Do we use all of the vegetable? Why and why not.

To design make and evaluate a stir fry for me to enjoy.

History

Events beyond living memory that are significant nationally or globally: Know key facts about the Great Wall in relation to China as a nation and protection of borders.

Music

ANIMALS Musical focus: Pitch

Link animal movement with pitch movement to help develop understanding and recognition of changing pitch. Interpret pitch line notation using voices and tuned instruments.

NUMBER Musical focus: Beat

Explore steady beat and rhythm patterns. Play beats and patterns from renaissance Italy to West Africa and create body percussion, voices and instruments.

PSHE

What helps to keep us safe?

Internet safety (Project Evolve).

What helps us grow and stay healthy?

Being healthy: eating, drinking, playing and sleeping

Science

Animals Including Humans

Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.