



**Collaboration Effort**  
**Excellence Respect**

# Banks Lane Infant & Nursery School

Year 2

Spring Term 2 & Summer Term 1

Topic: Into The Wild

**Big Question: In the future will wild animals only exist in picture books?**



## English

**Texts:** The Tiger Who Came to Tea, There's a Rang-Tan in my Bedroom

**Writing to Entertain:** Story writing, letter writing

**Writing to Inform:** Instructions

**Reading:** become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales

**Echo Reading, Choral Reading**

Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately  
**Read and Write:** Add -ed, -er and -est to a word ending in -y with a consonant before it, adding -ing to a word ending in -y with a consonant before it, adding -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it, adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant after a single vowel, the sound /or/ spelt 'a' before l or ll

The suffixes -ment, -ness and -ful, the suffixes -less and -ly, words ending in -tion, contractions, the possessive apostrophe.

**Writing:** Fluency and speed practice; First diagonal join;

**Ladder family;** l, i, u, t

**One-Armed Robot Family;** n, m, h, k

**Curly Caterpillar Family;** c, a, d,

**Fluency and speed practice;**

**Horizontal join; One-Armed Robot Family;** r

**Curly Caterpillar Family;** o

**Zig-Zag Monster Family;** v, w, x

**Second diagonal join (under);**

**One-Armed Robot Family;** b, p

Correct sitting at the table, posture and pencil grip

**Word;** Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, Superman]

Formation of adjectives using suffixes such as -ful, -less. Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs

Suffix, adjective, adverb, verb. Formation of nouns using suffixes such as -ness, -er and by

compounding [for example, whiteboard, Superman]

Formation of adjectives using suffixes such as -ful, -less

Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs

adjective, adverb, verb

**Punctuation;** Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]

Apostrophe, comma

## Art

**Animal Pattern Project – Printing and Collage**

**Generating Ideas:** Create 'mood pages' in sketch book, experimenting with animal print ideas, mark making/printing techniques (mono printing and relief printing), textures (collage) and patterning.

**Making:** Make choices towards the end goal of producing an animal pattern print for an animal of their choice. Create final piece.

**Evaluating:** Share mood boards with class, giving reasons for choices, giving and receiving criticism, refining ideas.

**Knowledge & Understanding:** Explain the

techniques they have chosen and why.

## DT

**Textiles**

Exploring different soft toys. Experimenting with different joining techniques, exploring different fabrics, and looking at templates for finished products.

To design, make and evaluate ammini-beast soft toy for children to play with.

## History

**Changes within living memory:** Know some of the achievements of David Attenborough.

**Lives of significant individuals:** Talk about the work & influence of David Attenborough on conservation. Research & name some species named after him (etymology links). Know that he was knighted & why, recognising core values & inspirational qualities. Sequence his major achievements on a timeline.

## PSHE

**What helps to keep us safe?**

Internet safety (Project Evolve).

**What jobs do people do?**

People and jobs; money; role of the internet

## Music

**Story time** Musical focus: exploring sounds

Introduction to famous pieces to stimulate composition.

Interpret a storyboard with sound effects, and develop ideas using voices and percussion.

**Seasons** Musical focus: Pitch

Develop understanding of pitch through movement, songs and listening games. Become familiar with pitch shapes and perform them in a variety of musical arrangements.

**Weather** Musical focus: exploring sounds

Opportunities to create descriptive sounds and word rhythms with raps and songs about weather. Create a descriptive class composition using voices and instruments.

## Computing

**Pictograms: How many animals?**

Beginning to understand what data means and how this can be collected in the form of a tally chart. Presenting data in the form of a pictogram and block diagrams. Using data to answer questions.

**Digital Photography: Nature Photography**

Recognising different devices can be used to capture photographs. Gaining experience capturing, editing, and improving photos. Using our knowledge to recognise images they see may not be real

**Online Safety**

*Online Reputation.* The impacts of putting information online and identifying trusted adults.

*Managing Information Online.* Understanding the dangers of online communication and dealing with this. The importance of adult support.

## Science

**Living Things and their Habitats**

Identify that most things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.

Identify and name a variety of plants and animals in their habitats including micro-habitats.

Describe how animals obtain their food from plants and other animals using the idea of a simple food chain and name different sources of food.

**Animals Including Humans:** Notice that animals including humans have offspring which grow into adults.

## RE

Children will be learning about who is Muslim and what do they believe. We will be sharing stories that represent how Muslims think of God (Allah) and how God shows them how to behave. Children will identify objects that are precious to Muslims and explain why..

Children will be discussing what we can learn from sacred books. We will discuss what stories are and how some have deeper meanings such as parables. We will be discussing the different sacred books and how they are treated.. We will be discussing what the believer learns from these texts and how they live their lives.

## Geography

*Locational Knowledge, Human and Physical Geography,*

Name the seven continents & 5 oceans (through work on minibeasts and their habitats). Study the habitats of animals from around the world. Understand the importance of weather patterns and the impact this has on the habitats of these animals.

## Maths

**Measurement: Length and height**

Measure length (cm) (m), compare and order lengths, four operations with length.

**Measurement: Mass, capacity and temperature**

Compare mass, measure mass in grams, kilograms, compare capacity, millilitres, litres, temperature.

**Number: Fractions**

Make equal parts, recognise half, find half, recognise quarter, find a quarter, recognise a third, unit fractions, non unit fractions, equivalence of 1/2 and 2/4, find three quarters, count in fractions.

**Measurement: Time**

O'clock and half past, quarter past and quarter to, telling time to 5 minutes, minutes in an hour, hours in a day, find durations of time, compare durations

## PE

**2.2 Yoga** – Pupils will remember, copy, and repeat sequences of linked poses and demonstrate increased awareness of extension and control in poses. Exploration of controlling focus and experiencing a sense of calm.

**2.2 Games** - Pupils will develop co-ordination and technique when throwing overarm/underarm towards a target. Explore striking a ball with different pieces of equipment with some consistency.

**3.1** Pupils will develop striking a ball with their hand and equipment with some consistency. Explore tracking a ball and decision making with the ball. Pupils will develop co-ordination and technique when throwing over and underarm. Pupils will experiment catching with two hands with some co-ordination and technique.