

# Planning Grid - Year 2 - Spring 1 2019

## Literacy

### Phonics

- Revising phase 5 of Letters and Sounds
- Focusing on spellings including adding common suffixes to root words
- Using past tense

### Writing

- Writing based on the story *The Gigantic Turnip!* Focusing on using a variety of sentence types including commands, exclamations and questions
- Working on descriptive language and the use of adventurous vocabulary

### SPAG (Spelling, Punctuation and Grammar)

- Learning nouns, verbs, adverbs and adjectives
- Weekly reading comprehension homework.

## Art and Design

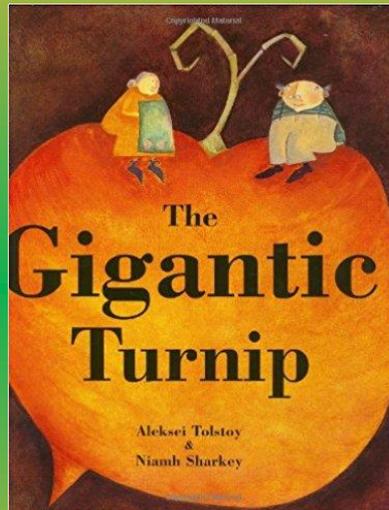
- To notice differences in size, shape and texture
- To explore the work of Andrew Goldsworthy
- To create our own art work inspired by Andrew Goldsworthy

## Geography

- Naming different types of maps and explaining some key features of maps,
- Drawing a simple sketch map of the school and local area
- Naming the four points of a compass and planning a simple route
- Identifying map symbols,
- Using an atlas to locate the four countries of the UK, capital cities and other key places,
- Ask geographical questions

## Computing

- Searching for images
- Collecting and organising images
- Discussing e-safety and what to do if an image makes us feel uncomfortable
- Re-sizing and moving images
- Adding text to a presentation



## Mind Up

- Focusing on mindful listening, looking, smelling, tasting and movement to make us more aware of the environment around us
- Recognising how our body responds to different situations and feelings

## RE

- The importance of symbols, beliefs and teachings in Hinduism

## Numeracy

- Counting and comparing money
- Finding the difference with money
- Making the same amount
- Finding change
- Solving 2 step problems
- Recognising equal groups
- Making equal groups
- Using arrays
- 2, 5, 10 times tables

## PE

- Weekly dance lessons based on The Enormous Turnip
- A mixture of athletics and games
- Each lesson will be built around a scenario that will focus on a different aspect of physical development culminating in teamwork

## Science

- Sorting things into groups – living, dead and never been alive and supporting ideas.
- Creating and sequencing a food chain using correct vocabulary (e.g. producer and consumer).
- Describing why a habitat is suitable for a living thing and giving specific examples
- Identifying and naming a variety of plants and animals in their local habitat