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| **MATHS*** Measure to the nearest cm using a ruler or tape. Measure length and height. Measure larger objects using m. When is it better to measure items in cm or m? Start to see that 100 cm = 1m
* Compare lengths of different objects using comparison language and symbols. Order more than two lengths from shortest to longest and vice versa.
* Use skills of the four operations and apply understanding to length. Solve one and two step problems relating to length.
* Understand the concept of a whole. Explore the difference between equal parts and unequal parts.
* Understand that halving is splitting a whole into two equal parts. Introduce 1/2 notation. Explore halves in different contexts. Links to dividing by 2
* Apply knowledge of halves to recognise quarters of shapes, objects and quantities. Understand splitting the whole into 4 equal parts and that each part is one quarter. Find quarters of shapes, objects and quantities –
* Apply understanding of halves &quarters to find thirds. Write one third as a fraction. Find a third of a quantity using knowledge of division.
* Use understanding of quarters to find three quarters of a quantity.
* Use knowledge of halves, thirds and quarters to count in fractions from any number up to 10.
* Understand the concept of a unit fraction by recognising it as one equal part of a whole. Understand that the larger the denominator the smaller the fraction. Introduce non-unit fractions. Understand that the numerator and denominator are the same when the fraction is equivalent to one whole.
* Explore the equivalence of two quarters and one half of the same whole and understand that they are the same.
* Times tables and related division facts.
 | **ENGLISH*** Common exception words and weekly spelling lists.
* Examine poems in Revolting Rhymes. How is Dahl’s version different? Clap out the meter – compare with other rhymes we know – can you guess the nursery rhyme from the metre alone?
* Whole class write a fairy tale as a poem – add / change bits to make it funny or gory. Model finding rhyming words – if run out of real words make them up.
* Write own ‘Revolting Rhyme’. Perform for the class.
* Begin reading Flat Stanley. Discuss adventure stories - features. What do we know about FS so far? Good adventure? Hooked?
* Revise and story map events so far. Characters? Setting? Predict what might happen next.
* Begin planning the rest of the adventure for FS. Plan and write the rest of the adventure story for FS in Egypt. What did you predict might happen next? How will you make it interesting / exciting?
* Easter poetry
* Reading comprehension
* Recap capital letters and full stops, exclamation marks, question marks, commas in lists
* Look at literary devices used – similes, alliteration – identify word types
* Look at the use of speech – inverted commas
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| **GEOGRAPHY****Rivers*** Journey of a river from source to the sea
* River glossary
* What happens to a river when it reaches the coast
* The water cycle
* Major rovers of the world – focus on the Nile
 | **COMPUTING****Algorithms*** Know what an algorithm is, write, use and improve an algorithm
* Scratch programming
* Internet safety
 | **YEAR 2****Kingfisher Class****RIVERS** | **RE****What kind of world did Jesus want?*** The 10 commandments
* The Good Samaritan
* The calling of the disciples and Christians today following Jesus
* How Christians show love for all
* Love in the bible and love in the world today
 | **SCIENCE****Forces and Magnets*** How do we measure forces? Explore Newtons using a forcemeter
* Plan a forces and magnets investigation to show at the science fair – research what should happen and why
* Gravity – parachute investigation
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| **MUSIC**Charanga – The Dragon songFolk melodies from around the worldLearn, play, improvise, perform | **PE**Tag Rugby, Netball, Running | **FRENCH**Numbers to 31, clothes, months, parts of the body, French story | **PSHE****Thinking about others**Worry monsterIdentifying good and bad feelings, putting yourself in another’s shoes, empathy glasses, role play scenarios | **ART/DT****Van Gogh**The life of Vincent an GoghExplore ‘Starry Night over the Rhone’ – look at other river paintingsBroad, sweeping brush stroke techniquesCreate own version of the painting |