**Spring 2**

|  |  |
| --- | --- |
| Maths | Addition and Subtraction within 20  Place Value within 50  Length and Height  Mass and Volume |
| English | Send for a Superhero by Michael Rosen and Katharine McEwen  This is a unit using Send for a Superhero in which children create their own superheroes and use them to defeat baddies set to destroy their school. During the sequence, they write letters and emails asking for help, create wanted posters, generate character descriptions for their invented superheroes and then create their own version of the Send for the Superhero story.  The Odd Egg Egg by Emily Gravett  This is a unit using The Odd. Within this unit, children begin by identifying different types of eggs and guessing who they might belong to. Children then begin to read the text, meeting Duck and the other birds and connecting with the characters’ thoughts and emotions as they journey through the main events in the book. They write short guides for how to look after eggs, thought bubbles to capture how characters are feeling, awards to celebrate Duck’s egg, supportive letters of advice to Duck and  congratulations cards to welcome the baby birds. The main outcome is a non-fiction ‘Egg Spotter’s Guide’ after researching different types of eggs from the book and making short videos about these.  It would be particularly beneficial to cover this during the late spring or early summer term near to Easter and linking to themes of ‘new life’ or when learning about animals and their young. |
| R.E. | Why does Easter matter to Christians? |
| Computing | Data and Information – grouping data  This unit introduces learners to data and information. Labelling, grouping, and searching are important aspects of data and information. Searching is a common operation in many applications, and requires an understanding that to search data, it must have labels. This unit of work focuses on assigning data (images) with different labels in order to demonstrate how computers are able to group and present data. |
| Science | Materials 2  This is the second part of two units that develop children’s understanding of materials and their properties. In this unit, children apply their knowledge to explore how materials are used in practical and creative ways. Across six lessons, they investigate the suitability of different materials for specific purposes. |
| PSHE | Healthy Me  In this Puzzle the class talk healthy and unhealthy choices and how these choices make them feel. They talk about hygiene, keeping themselves clean and that  germs can make you unwell. The children learn about road safety as well as people who can help them to stay safe. |
| Spanish | Transport  Lesson 1 – car and plane  Lesson 2 – car, plane, and boat  Lesson 3 - car, plane, boat, and bus  Lessen 4 - car, plane, boat, bus, and motorbike  Lesson 5 - car, plane, boat, bus, motorbike, and train  Lesson 6 - car, plane, boat, bus, motorbike, train, and lorry |
| Art | Painting and mixed media: Colour splash  In this unit children learn about primary and secondary colours, colour mixing techniques and applying these skills in painting and printing. The lessons encourage exploration and confidence in colour use, culminating in creating a painted plate in the style of an artist. This unit enhances pupils' understanding of colours and their applications in art. |
| History | ‘How have toys changed?’  This unit extends pupil’s understanding of chronology further  into the past (and future) using an object- the teddy bear- which will be familiar to all children to help them develop their concept of time. |
| DT | Puppets  • Join fabrics together using pins, staples or glue.    • Design a puppet and use a template.    • Join their two puppets’ faces together as one.    • Decorate a puppet to match their design. |
| Indoor PE | Equipment Gymnastics  I can copy and explore basic gymnastics actions with some control and co-ordination.  I can select and link basic gymnastics actions together.  I can watch and discuss my own and others'  work.  I can talk about ways to keep healthy.  Dance  I can copy and explore basic body patterns and movements.  I can remember simple dance steps and perform them in a controlled manner.  I can choose actions and link them with sounds and music.  I can safely perform teacher led warm-ups  and can describe and discuss others' work. |
| Outdoor PE | Ball skills  I can stop a ball with basic control  I can send a ball in the direction of another  person and collect a ball  I can take part in sending and receiving activities with a partner |