

## Year 2: Spring 2 Overview

Possibilities: I do this

Concept/s	Adversity	Resilience
<b>Intent</b>	Adversity is hardship, challenge and misfortune, it is things going wrong. We will teach that adversity is a difficult thing to face as it brings negative emotions but that it is something that everybody faces in different ways. When we meet adversity we can choose to decide that life is unfair and to give up on our goals or we can choose to do what we can to overcome the problem. We will learn about famous people who suffered different kinds of adversity and overcame it to achieve their goals. We will ask the question 'does adversity make you stronger?' and 'would life be better or worse without adversity?'. We will link adversity to the concept of resilience and give children practical ways to develop their resilience.	Resilience is how we handle adversity. We are resilient when we know how to work together, persevere to solve problems and cope with big emotions. There are ways that we can develop our resilience. Working as a supportive team reminds us that we are safe, loved and cared for, and that there are people who can help all around us. Working together we can be more resilient. Challenging ourselves to solve problems is great for building our resilience as it gives us a chance to practise solving problems, when we meet future obstacles we are reminded that we can handle problems – we have done it before and can do it again! To be resilient we need to be able to cope with all the big emotions that adversity can bring. Learning to recognise and accept these emotions is the first step to coping with them.
<b>Big Questions</b>	What is adversity? Does adversity make you stronger? What would life be like without adversity?	What is resilience? Do some people have more resilience than others? If so, why? Can we learn to be more resilient? Is there anything that makes us less resilient?
Objectives		Possible Activities
<b>PSHE</b>	<b>Physical Health and Wellbeing (continued from last half term)</b> <ul style="list-style-type: none"> <li>• the importance of, and routines for, brushing teeth and visiting the dentist</li> <li>• about food and drink that affect dental health</li> <li>• how to describe and share a range of feelings</li> <li>• ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</li> <li>• how to manage big feelings including those associated with change, loss and bereavement</li> <li>• when and how to ask for help, and how to help others, with their feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Practise teeth brushing techniques on the large model teeth (kept in library)</li> <li>• Measure out the amount of sugar contained in various drinks and display. Order drinks from least to most sugary.</li> <li>• Read about grief and discuss the ways it can impact behaviour, learn strategies to manage big feelings – revamp the calm area as a class, ask the children to come up with ideas for what we can include based on what they have learned about managing feelings.</li> </ul>
<b>English</b>	<b>Composition Focus</b>  <b>SPaG Focus</b> Expanded noun phrases	<b>Handwriting Focus</b> Relative letter sizes
		Learn the story of Baba Yaga and Olga

	<p>Narrative: Story Openings</p> <p>Narrative: Recycled Story</p> <p>Poem: Recipe for my mum/dad/nan (special person)</p>	<p>Similies</p> <p>Suffixes –ness, -ment and -full</p>		<p>Explore through role play, improvisations, story maps, boxing up parts of the story and reading comprehensions.</p> <p>Read and discuss different types of story opening (character/action/setting based)</p> <p>Write our own story opening using one of the above styles</p> <p>Recycle the story of Baba Yaga making a new story starring themselves, set at school– changing the Baddie, stolen object, helpful animal an gift.</p> <p>Write a mothers day poem using the suffixes – ness, -ment and –ful.</p>
<b>DT</b>	<p><b>Design</b> I can design products that are useful and look good I can think of ideas and explain them in different ways, including drawing and talking about them.</p> <p><b>Make</b> I can chose the right tools to make something with I can select the right kind of materials based on what the materials are like</p>	<p><b>Evaluate</b> I can explore products, say how good they are and explain how they could be better I can explain how good my own product is and explain ways I could make it better</p> <p><b>Technology</b> I can build structures and explore how they can be made stronger, stiffer and steadier I can explore and use things like levers, sliders, wheels and axles in things I make</p>		<p>-Learn different methods for attaching cardboard</p> <p>-Explore and evaluate different wheeled objects</p> <p>-Design and make a wheeled toy</p> <p>-Design and Make an Easter garden</p> <p>-Evaluate my wheeled toy against the design criteria</p>
<b>Music</b>	<p><b>Musical Elements (continued throughout all music teaching)</b> I can understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations</p>	<p><b>Playing Instruments</b> I can play tuned and untuned instruments musically</p>	<p><b>Improvising and Composing</b> I can experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	<p>-recap musical elements using song – sing favourite class songs playing with musical elements (pitch, tempo, dynamics)</p> <p>-look at various tuned and untuned instruments. Can children spot the difference between then? What is tuned/untuned?</p> <p>-instrument quizzes</p> <p>-using untuned instruments as a class – repeating or joining in with rhythms / pulses of familiar songs and chants</p> <p>-improvising and composing using both tuned and untuned instruments in small groups and performing compositions</p> <p>-tuned instrument lessons with AW – recorders, boomwhackers, bells</p>
<b>RE</b>	<p><b>Personal Experience:</b> What words, books, stories and poems are special to me?</p>			<p>-Listen to and role play parables such as the good Samaritan.</p>
<b>Special Words and</b>	<p><b>Christianity:</b> Listen to some stories from the bible, including parables told by Jesus.</p>			<p>-Learn the story of Jesus in the Desert. Consider what they would give up for lent.</p>

<p><b>Stories (continued)</b></p>	<p>Learn about the Christian celebrations of Shrove Tuesday and Easter and understand how and why they are celebrated.</p> <p>Judaism: Learn the story of Esther and how Purim is celebrated by Jewish people.</p> <p><b>Sikhism:</b> Why did Guru Nanak write songs in praise of God? What is the Guru Granth Sahib and how do Sikhs show that it is a special book? How is it used to help parents choose their baby's name?</p> <p>Key Dates</p> <p>Shrove Tuesday: 1<sup>st</sup> March</p> <p>Purim: 16<sup>th</sup> March</p> <p>Good Friday: 15<sup>th</sup> April</p>	<p>-Sequence the Easter story, design and make an Easter Garden.</p> <p>-Watch an animation of the story of Esther and learn how Purim is celebrated. Make a Gragger, rewatch making noise to drown out the name of Haman and cheer queen Esther.</p> <p>-Listen to the story of Guru Nanak's Songs of Praise from Essex Sacre website</p> <p>-Learn how the Guru Granth Sahib is treated and discuss the ways we show respect to objects and people we value highly.</p> <p>-Learn how the Guru Granth Sahib is used to choose a baby name and employ a similar strategy to choose a name. Challenge children to find their names and meanings of them in a baby name book.</p> <p>-</p>
<p><b>Science</b></p>	<p><b>Plants</b></p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>-Cress seeds investigation</p> <p>-Bean hydroponics observation</p> <p>-Plant sunflowers</p>
<p><b>PE</b></p>	<p><b>Games</b></p> <p>Develop some tactics for games played and decide on best position during game to make it difficult for the other team.</p> <p>Follow rules in a game and choose appropriate tactics to cause problems for opposition</p> <p>Keep possession of ball with body/equipment</p> <p><b>Multiskills</b></p> <p>Skills covered include : concentration, control, stability, agility, rhythm,timing,hand eye coordination,sending skills, speed, directional change</p>	

