

## Literacy

Labels, Lists and Captions, Tongue Twisters,  
Narrative, Letters, Non-fiction books

### Spoken language

**WALT-** Ask relevant questions to extend their understanding and knowledge

**WALT-** Use relevant strategies to build their vocabulary

**WALT-** Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas

### Reading

**WALT-** Be introduced to non-fiction books that are structured in different ways

**WALT-** Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

**WALT-** Participate in discussion about books, poems and other words that are read to them and those that they read for themselves, taking turns and listening to what others say

**WALT-** Make inference on the basis of what is being said and done

### Writing

**WALT-** Write for different purposes

**WALT-** Write about real events

**WALT-** Write down ideas and/or key words/including new vocabulary  
Write poetry

**WALT-** Use spacing between words that reflects the size of the letters

Plan or say out loud what they are going to write about

**WALT-** Write narratives about personal experiences and those of others

**WALT-** Proof-read to check for errors in spelling, grammar and punctuation

**WALT-** Form lower case letters of the correct size relative to one another

## Mathematics

Please see separate objectives document from  
Success and Challenge cards

## Personal, Social and Emotional Development

### PSCHE: Good to be me

**WALT-** Doing something to be proud of

**WALT-** Responding in an assertive way

**WALT-** Help someone with a worry

**WALT-** Stop and think when they are angry at others

### Being Different and Equal

**WALT-** understand that a stereotype is a fixed or generalised view of a group of people

### R.E.: Christianity –

**WALT-** How important is it to Christians that Jesus came back to life after His crucifixion?

**WALT-** Retell the Easter story and understand what Jesus' resurrection means for Christians.

**WALT-** Explore what children believe happens to you when you die and discuss how we remember people close to us.

**WALT-** Recall what Christians believe happened on Easter Sunday.

**WALT-** Share opinions and possible explanation as to what happened to Jesus after the empty tomb.

## Spring term 2 activities The Scented Garden Year 2

### Knowledge Outcomes

What are the different types of plants?

What is the structure of a plant?

What do plants stay healthy?

What is the flower's life cycle?

### Challenge

Do all flowers have five petals?

### Engage: Planting seeds

Express:  
Federated  
Sunflower

## Understanding of the World

### Geography:

**WALT-** Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

**WALT-** Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.

### Being Different and Equal

**WALT-** To identify and understand the lives of significant individuals in the past who have contributed to National and International achievements

### Science: Plants

**WALT-** observe and describe how seeds and bulbs grow into mature plants

**WALT-** find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

### Computing: Digital literacy (iPub)

**WALT-** Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

## Physical Development

### Dodgeball

**WALT-** Participate in team games, developing simple tactics for attacking and defending.

## Expressive Art and Design

### 3D Models

**WALT-** Use a range of materials creatively to design and make products

**WALT-** Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

### Music

**WALT-** Use voices expressively and creatively by singing songs and speaking chants and rhymes.