

**Hazel Wood Year 2**  
**Spring 1: 04.01.27-12.02.27**

| Once Upon a Time<br>04/01/27-22/01/27<br>(3 weeks)                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | Purfect Pets<br>25/01/27-12/02/27<br>(3 weeks)                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
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| English - Writing<br>Please see Year 2 Long Term Writing Plan                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| Maths<br>Please see Year 2 Long Term Plan                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| Computing: Use Digital imagery to tell a story <ul style="list-style-type: none"><li>- Photo sequencing: Children arrange a series of digital images into the correct order to tell a simple fairy tale.</li><li>- Digital comic strip: Use a simple app or presentation software to arrange images into a fairy tale comic.</li><li>- Character photography: Use tablets to photograph children acting as princes, princesses, dragons, knights or other story characters.</li></ul> |  | RE: Remembering - Holi <ul style="list-style-type: none"><li>- What is remembering?</li><li>- Tell the story of Vishnu, the Hindu God.</li><li>- How do Hindu's remember Vishnu?</li><li>- What do Christians do to remember people?</li><li>- Why is it important to remember people?</li></ul>                                                                                                                                                                                              |  |
| History: Queens and Kings <ul style="list-style-type: none"><li>- Elizabeth 1, Queen Victoria and Charles II</li><li>- Changes within living memory</li><li>- Learn about different monarchs of the past. How are they similar/ different?</li><li>- When did they rein?</li><li>- Place each on a timeline in order to the present day monarch King Charles.</li><li>- Use historical sources to compare life in the past (Victorian era) to life now.</li></ul>                     |  | Science: Animals - identify and name animals, carnivores, herbivores and Omnivores <ul style="list-style-type: none"><li>- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li><li>- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li><li>- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets</li></ul> |  |

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| <ul style="list-style-type: none"> <li>- Make inferences about the past</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Computing: Data Collection</b></p> <ul style="list-style-type: none"> <li>- <b>Sorting and grouping:</b> Use images of pets and sort them into categories before recording the totals digitally.</li> <li>- <b>Tally chart activity:</b> Collect data on different pets (dogs, cats, fish, rabbits, hamsters, etc.) using tally marks.</li> <li>- <b>Create a class database:</b> Enter pet data into a simple spreadsheet or program.</li> </ul>                                                                    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>Art: Papier Mache/collage/Drawing</b></p> <ul style="list-style-type: none"> <li>- <b>Layering skills to build up shape and structure</b></li> <li>- <b>Moulding materials into certain shapes to create effect</b> <ul style="list-style-type: none"> <li>- Choose and study a pet of their choice</li> <li>- Draw from observation</li> <li>- Build structure using papier mâché layers</li> <li>- Shape and mould materials to create form</li> <li>- Add texture and detail using collage</li> </ul> </li> </ul> |
| <p><b>Music - Dragons</b><br/><b>Dynamics / Tempo</b><br/><b>Explore and Compose</b></p> <ul style="list-style-type: none"> <li>- Dynamics: Respond to, recognise and identify getting louder and quieter</li> <li>- Tempo: Respond to, recognise and identify getting faster and slower</li> <li>- Dragon song - call and response song, use different types of voice to illustrate the different dragons</li> <li>- Listen to Dragon Battle and The Cove from How to train your dragon - draw/ design dragons to match each piece. Identify some of the key features of the music</li> <li>- Compose Dragon Music - In small groups design a dragon and create a piece of music to represent it. Choose instrumental sounds to represent that dragon and decide how to play these sounds. Choose a leader to control when each sound is played</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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and how.

**PSHE:** Dreams and Goals

- I can tell you things I have achieved and say how that makes me feel.
- I can tell you some of my strengths as a learner.
- I can tell you how working with other people helps me learn.
- I can work with other people in a group to solve problems.
- I can express how I felt to be working as part of this group.
- I know how contributing to the success of a group feels and I am able to store those feelings in my internal treasure chest (proud)