

# Puffins Class

## Spring 2 2021 Topic Web



<u>Learning across the Curriculum</u>		<u>Subject Key Skills</u>	
<p><b><u>English</u></b> See English topic web</p> <p><b><u>Phonics</u></b> Year 2 - adjectives ful, ly, y, ment, ness. Contractions. Homophones.</p> <p>Year 1 - Alternative pronunciations. Spelling rules (correct use of k/ -nk, ph, wh, -tch, -ve)</p> <p>Reception - Consolidate Phase 3, learn Phase 4 (cvcc words such as bend, damp &amp; ccvc words such as spot, spin, trip)</p> <p><b><u>Religious Education</u></b> Year 1 &amp; 2- Who is Jewish and how do they live? - God, Torah, The People <b>Who is Jewish and how</b></p> <p>Reception - Being special: where do we belong?</p>	<p><b><u>Mathematics</u></b> Year 1 &amp; 2</p> <ul style="list-style-type: none"> <li>Statistics</li> <li>Fractions</li> <li>Arithmetic recap</li> </ul> <p>Reception</p> <ul style="list-style-type: none"> <li>Addition and subtraction within 20</li> <li>Counting to 100</li> <li>Patterns and symmetry</li> <li>Sharing</li> </ul> <p><b><u>PSHE</u></b></p> <ul style="list-style-type: none"> <li><i>Relationships</i> <ul style="list-style-type: none"> <li>Family</li> <li>The wider world</li> <li>What is a healthy/unhealthy relationship?</li> </ul> </li> <li><i>Behaviour - consequences and thinking about others.</i></li> </ul>	<p><b><u>History - events beyond living memory</u></b></p> <ul style="list-style-type: none"> <li>Shakespeare's birthday</li> <li>What would life have been like for Shakespeare?</li> </ul> <p><b><u>Art</u></b></p> <ul style="list-style-type: none"> <li>print with a range of hard and soft materials e.g. corks, pen barrels, sponge.</li> <li>Make simple marks on rollers and printing palettes</li> <li>Roll printing ink over found objects to create patterns</li> <li>Create simple printing blocks with press print</li> <li>Design more repetitive patterns</li> <li>Make rubbings to collect textures and patterns</li> </ul>	<p><b><u>Science - Plants</u></b></p> <ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees.</li> <li>observe and describe how seeds and bulbs grow into mature plants.</li> </ul> <p><b><u>PE</u></b></p> <ul style="list-style-type: none"> <li><a href="#">Dance</a> - Seasonal dances,</li> <li>Yoga</li> <li>Throwing, catching and balancing</li> </ul>



# Puffins Class

## Spring 2 2021 English Topic Web



<u>Reading</u>	<u>Writing</u>	<u>Spelling, Punctuation and Grammar</u>	<u>Oracy</u>
<ul style="list-style-type: none"> <li>• The Day the Crayons Quit</li> <li>• Day the Crayons came home</li> <li>• Written decodable comprehension</li> <li>• A Midsummer Night's Dream</li> </ul> <p>End of day read aloud: The Magic Finger (Dahl)</p> <p><b><u>VIPERS Focus</u></b></p> <p>Focus on <u>written response</u> to Vipers questions.</p> <p>Explain questions - explaining their ideas.</p> <p>Inference questions.</p>	<ul style="list-style-type: none"> <li>• Handwriting and joining focus</li> <li>• Grammar Hammer</li> <li>• Writing instructions</li> <li>• Descriptive writing (A Midsummer Night's Dream)               <ul style="list-style-type: none"> <li>○ Character Description</li> <li>○ Setting Description</li> </ul> </li> <li>• Informal letter (farm)</li> <li>• Recount (farm)</li> </ul>	<ul style="list-style-type: none"> <li>• Year 1: Forming letters correctly, including capital letters. Writing letters correctly sized in relation to one another.</li> <li>• Year 2: joining our handwriting</li> <li>• Year 1: Use capital letters from proper names; beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark               <ul style="list-style-type: none"> <li>• Spelling rules - alternative pronunciations</li> </ul> </li> <li>• Year 2: Using suffixes to spell words correctly. Homophones</li> <li>• Recap: nouns, verbs, adjectives, adverbs.</li> </ul>	<p>Performing play and poems (A Midsummer Night's Dream).</p> <p>Using expression and speaking confidently.</p> <p>Asking questions to clarify understanding.</p> <p>Focus on using "that" correctly.</p> <p>(The ____ that ____.)</p>