

**Topic Overview – Where did the birds go?**  
**Spring Term 1- 2026**

## Medium term plan- Spring 1 – Where did the birds go

|                           | <b>Week 1</b><br><b>w/c 5/1</b>  | <b>Week 2</b><br><b>w/c 12/1</b>  | <b>Week 3</b><br><b>w/c 19/1</b><br>Big Garden Birdwatch  | <b>Week 4</b><br><b>w/c 26/1</b><br>Chinese New Year<br>(29/1)                      | <b>Week 5</b><br><b>w/c 2/2</b><br>NSPCC number day  | <b>Week 6</b><br><b>w/c 9/2</b><br>11.2 safer internet day<br>12.2 YR2 maths<br>workshops<br>17.2 Chinese new year      |
|---------------------------|--|---|---|---|--|---|
| <b>Wow</b>                | <b>HOOK – a tiny letter on our window sills and little bird foot prints- a cold and hungry bird.</b><br><b>Indian instruments workshop with Richard Artur</b>        |   |   |   |  |   |
| <b>Maths</b><br><b>Y2</b> | Unit 4: Properties of Shape<br>(5 lessons)   | Unit 4: Properties of Shape<br>(2 lessons)<br>Unit 5: Money<br>(3 lessons)  | Unit 5: Money<br>(5 lessons)  | Unit 5: Money<br>(3 lessons)<br>Unit 6: Multiplication and division (1) (2 lessons) | Unit 6: Multiplication and division (1) (5 lessons)  | Unit 6: Multiplication and division (1) (2 lessons)<br>Recap  |
| <b>English</b>            | Find interesting facts about UK birds<br>Magpie, Great tit, Blue Tit, Jackdaw, Chaffinch, Kingfisher, Children to write interesting facts about their favourite bird | Look at the local environment – what animals live/hibernate around Chaddesden?<br>Rats, mice, fox, squirrel, hedgehog, badger, bat, local birds. Focus on 3 – badger, bat, otter<br>Children to write adjectives, expanded noun phrases about a chosen animal.<br>Children will write facts about the animal. | Find out about hibernation of local animals.<br>The Only Way is Badger – Children to make a story board with two characters.<br>Children will write their own animal story. |   | Introduction to India - Look at some Indian food/landmarks. Compare to non-European country. Discuss where India is on a world map. What continents and oceans would you cross?<br>Children to learn the continents and ocean songs. Learn to Learn - facts about India. | Write a leaflet about visiting India. Compare UK to a non-European Country. Understand the physical and human features. |

| Letters & Sounds                                   | See LW Planning<br>Little Wandle Bridge to Spelling.  |   |   |  |                         |   |                   |          |                   |            |        |   |   |          |              |        |        |   |  |          |         |        |        |   |   |        |            |  |
|--|---|---|---|--|-------------------------|---|-------------------|----------|-------------------|------------|--------|---|---|----------|--------------|--------|--------|---|--|----------|---------|--------|--------|---|---|--------|------------|--|
|  | <table><thead><tr><th></th><th>Unit</th><th>Coverage</th><th>Prickly spellings</th><th>Homophones</th></tr></thead><tbody><tr><td>Week 1</td><td rowspan="2">1</td><td rowspan="2">Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?</td><td rowspan="2">once two</td><td rowspan="2">knight/night</td></tr><tr><td>Week 2</td></tr><tr><td>Week 3</td><td rowspan="2">2</td><td rowspan="2">Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?</td><td rowspan="2">any many</td><td rowspan="2">one/won</td></tr><tr><td>Week 4</td></tr><tr><td>Week 5</td><td>3</td><td>Why do some words end 'ge' or 'dge'?<br/>Why can /j/ be spelled 'j' or 'g' in different words?</td><td>Review</td><td>where/wear</td></tr></tbody></table> |   |   |  |                         |   | Unit              | Coverage | Prickly spellings | Homophones | Week 1 | 1 | Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/? | once two | knight/night | Week 2 | Week 3 | 2 | Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y? | any many | one/won | Week 4 | Week 5 | 3 | Why do some words end 'ge' or 'dge'?<br>Why can /j/ be spelled 'j' or 'g' in different words? | Review | where/wear |  |
|  |   | Unit  | Coverage  | Prickly spellings  | Homophones              |   |                   |          |                   |            |        |   |   |          |              |        |        |   |  |          |         |        |        |   |   |        |            |  |
|  | Week 1  | 1   | Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/? | once two   | knight/night            |   |                   |          |                   |            |        |   |   |          |              |        |        |   |  |          |         |        |        |   |   |        |            |  |
|  | Week 2  |   |   |  |                         |   |                   |          |                   |            |        |   |   |          |              |        |        |   |  |          |         |        |        |   |   |        |            |  |
| Week 3   | 2   | Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?                    | any many  | one/won  |                         |   |                   |          |                   |            |        |   |   |          |              |        |        |   |  |          |         |        |        |   |   |        |            |  |
| Week 4   |   |   |   |  |                         |   |                   |          |                   |            |        |   |   |          |              |        |        |   |  |          |         |        |        |   |   |        |            |  |
| Week 5   | 3   | Why do some words end 'ge' or 'dge'?<br>Why can /j/ be spelled 'j' or 'g' in different words? | Review  | where/wear   |                         |   |                   |          |                   |            |        |   |   |          |              |        |        |   |  |          |         |        |        |   |   |        |            |  |
| Handwriting Y2                                     | coadgqe<br>inc capitals   |   | nhmrbpk,<br>inc capitals  |  | vw, uy,<br>inc capitals | sfxz<br>inc capitals  |                   |          |                   |            |        |   |   |          |              |        |        |   |  |          |         |        |        |   |   |        |            |  |
| SPaG Y2  | Noun Phrases  |   | Homophones  | Forming Adjectives using -full and -less   | Questions and Commands  | Sentence Writing  | Assess and Review |          |                   |            |        |   |   |          |              |        |        |   |  |          |         |        |        |   |   |        |            |  |
| Time for us/<br>Health and Relationships<br>Year 2 | → I know why it is important to spend time with my family.<br>→ I know that every family is different.<br>→ I know that marriage is important.  |   |   | → I know how we change from babies to adults. Adult/ baby activities and discussions<br>→ I know about the lifecycles of some animals.<br><br>Animal pairing/physical changes – lifecycle of a salmon – cross curricular science<br>→ I know how boys and girls are different.<br>Science: animals.<br>Physical attributes of boys and girls are different |                         | → I know about the dangers online.<br>→ I know who to ask for help if I feel unsafe online.<br>→ I know not to share information online.<br>→ I know how useful the internet can be.<br><br>→ I know why I can't spend all my time online.<br><br>→ I know that I can only play games that I am old enough for. |                   |          |                   |            |        |   |   |          |              |        |        |   |  |          |         |        |        |   |   |        |            |  |
|  | Through carefully selected books – e.g. All Kinds of Families (Sophy Henn). Talking about the relationships between the animals in the book and extending this to how this relates to families and humans (e.g. single parent families, same sex parents, blended families, extended families)<br>Discuss and explain why some people decide to get married/civil partnership - (man & wife, same sex couples). Discuss – some people decide to get married and they feel it is important to them and their families.<br><br>***highlighted Blue is Y2 new learning   |   |   |  |                         | → I know that I should never be unkind to others online.  |                   |          |                   |            |        |   |   |          |              |        |        |   |  |          |         |        |        |   |   |        |            |  |

### Animals Including Humans

- explore and compare the differences between things that are living, dead, and things that have never been alive.
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- identify and name a variety of plants and animals in their habitats, including microhabitats.
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
- notice that animals, including humans, have offspring which grow into adults.
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air).

**British Animals** – Adder, Bats, Otters, Badger, Salmon, Trout, Common Toad

**Non British Animals (Indian)** – Bengal tiger, Asian elephant, Rhinoceros, Sloth bear, Leopard, Jackal.

Comparing habitats in India and in other continents.

Bird watching – RSPB Big Garden Birdwatch

Planting grass seeds

RSPB - Big School's Birdwatch

RSPB – Wildlife Challenge – Habitat explorers

TAPS - Habitat Explorers

**Reach Out Reporter** – weekly

Nature Parks- Water permeability

|                  | Week 1            | Week 2       | Week 3         | Week 4                         | Week 5          | Week 6         |
|------------------|-------------------|--------------|----------------|--------------------------------|-----------------|----------------|
| Zoom in Zoom Out | Creature Comforts | Fury Ears    | Tiny Teeth     | Prints                         | Brown and Bumpy | Dry Scales     |
| Odd One Out      | Flappy Friends    | In Your Eyes | Spooky Animals | <b>Mystery Markings RECORD</b> | Living Moving   | Tip the Scales |

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| <p style="text-align: center;"><b>Computing</b></p> | <p>I know how to use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>J2E Animate – Create a simple animation of an Indian animal.</p> <p>J2E Pictogram</p> <p>J2E Branch</p> <p>J2E Write</p> <p>Project evolve: Online Relationships</p> | <p>→ I know how to use technology safely and respectfully.</p> <p>→ I know about the dangers online.</p> <p>→ I know how to keep personal information private.</p> <p>→ I know where to go for help and support when I have concerns about content or contact on the internet or other online technologies.</p> <p>E-Safety Day to explore; Safer Internet Day activities Visit from the Digital PCSO Time for Us - How to stay safe online, who to speak to if I feel unsafe</p> <p>Core books: Troll Stinks – The focus is on being kind online, and the taking and sharing of personal photographs. Webster’s Bedtime – The focus is on switching off screens and the internet at bedtime. Discussions should be based around how to use technology safely.</p> |
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| Art | <p>-Following step-by-step instructions to draw an animal observing how things are made up of <b>shapes</b>. Like this: How to draw a <a href="#">mouse</a>, Rats, mice, fox, squirrel, hedgehog, badger, bat, local birds.</p> <p>Morning job: Each day draw a butterfly, each day reflect/ peer <b>feedback</b>/ more information. Use 'Austins butterfly' to prompt reflection/ discussion.</p> | <p>Paint <b>miniature</b> paintings in circles like Kar <a href="#">Khara</a> Ledonne</p> <p>-Make a recycled butterfly inspired by <a href="#">Michelle Stitzlein</a>.</p> | <p>-Make paper origami animals following instructions.</p> <p>-Draw a bird using pencil/ charcoal rub out areas/ details to create '<b>negative spaces</b>'</p> | <p>-Draw animals like Sophy Henn 'All kinds of families' (author/ <b>illustrator</b>) Animals in a mini sketchbook made by the children. - Photocopy animal literacy writing word to use as a background Use a variety of line including <b>thickness of pen</b>.</p> <p>-Using coil techniques make an Indian clay pot for carrying water. Decorate with <b>relief</b> (added onto) and <b>intaglio</b> (carved into).</p> <p>- Create <b>Pop Art</b> number art work inspired by <a href="#">Jasper Johns</a> number work. (Number day)</p> <p>-Maths day make <b>tessellated</b> shape patterns.</p> | <p>-Make an e-safety poster using various different simple <b>lettering styles/ fonts</b> on.</p> <p>-Paper Mache class <b>large sculpture</b> elephant (Indian animals). Vocab 'form'. Make form with boxes, scrunched newspaper.</p> | <p>-Draw Indian Art <b>patterns</b> on an Indian animal looking at the style of illustrator work: <a href="#">Rosalind Monks</a>.</p> <p>-<b>Monoprinting</b>: Use masking tape/ wax/ wipe off method to stop paint going in certain places. Work in layers: background, blocked out animal, animal patterns, outline. Create a guide so print stages align. - Make an animal print monoprint <b>layering</b> prints on top of each other, and <b>masking</b> out/ wiping off areas not to be printed.</p> |
| D&T | <p>DT projects are taught bi-termly.</p> <p>→ Practise Year 2: DT joining skills:</p> <p>Tabs, fold, glue, weave, tape, hole punch, split pin, paper clips, tie, hinge, bend, slot, roll, coil, fringe, loop, cone, cylinder, curls, stitch</p>  |   |   |   |  |  |

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| Geography                   | <p>→ I will name and locate the world's seven continents and five oceans</p> <p>→ I will use the world maps, atlases and globes to identify the oceans studied at this stage.</p> <p>Use Google Earth, atlases, globe, songs and maps to map the journey of the bird.</p> <p>-Label continents and oceans on a map.</p> <p>-Letter from a magpie – will help identifying continents and oceans.</p> <p>-Top Trumps style fact file.</p> <p>-Locate Derby, China (Chinese New Year) and India on a map, globe, atlas.</p> <p>→ I will understand geographical similarities and differences through studying human and physical geography of a small area in a contrasting non-European country to the United Kingdom.</p> <p>-Chinese New Year-Knowing where China is on a globe and atlas.</p> <p>-Compare <i>animals</i> native to England to animals native to India (locally, nationally and then internationally). Research and retrieve facts. -Twinkl Power Point 'All About Tigers' linked to current learning; India</p> <p>-Compare <i>local area</i> to a non-European country – Derby/India</p> <p>-Compare culture and important events -Chinese New year- PowerPoint 'Chinese New Year' - Comparing New Year celebrations in UK with New Year celebrations in China.</p> <p>→ I will identify seasonal and daily weather patterns in the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>→ I will use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, sea, ocean, river, soil, forest</p> <p>→ I will use basic geographical vocabulary to refer to human features; city, town, house, port, harbour, village and shop</p> <p>Write a postcard with this vocab mapping birds journey.</p> |                     |   |
| RE                          | <p>→ 1.4 - What can we learn from sacred books?</p> <p>→ Christians and Muslims</p> <p>Sacred books</p> <p>Stories from the Bible</p> <p>Lessons from the Qur'an</p> <p>What we can learn</p>  |                     |   |
| Construction<br>Small world | Sort animals into local/ worldwide<br>build a habitat/ build buildings we see in Chaddesden and Derby.   | design a bird table | Design and make a zoo for the animals   |
| Role play/<br>explore area  | Pet Shop   | Birdwatchers        | Explorers- magnifying glasses and footprints/ patterns/ small world animals/cuddly toys?? |

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| <p>Music</p>         | <ul style="list-style-type: none"> <li>→ I can listen with concentration and understanding to a range of high- quality live music.<br/>Experience live music making in and out of school. These could include performances by other school ensembles or year groups, or performances provided by other Music Education Hubs partners, which may include local or national ensembles (Richard Artur Indian Instruments)</li> <li>→ I can play untuned instruments musically using the inter-related dimension of pulse/beat, rhythm and pitch.<br/>use topic related vocabulary – bird names. Copy rhythms made by an adult on claves. Read and perform chant rhythm patterns with these words and represent with stick notation. Ext – create their own patterns and perform.</li> <li>→ I can play tuned instruments musically using the inter-related dimension of pulse/beat, rhythm and pitch. Play a range of singing games based on the cuckoo interval (so-mi, e.g. Little Sally Saucer?) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track.<br/>Sing short phrases independently within a singing game or short song.<br/>Recognise dot notation and match it to 3-note tunes played on tuned percussion, for example:</li> </ul> <div data-bbox="365 472 1030 603"> </div> <ul style="list-style-type: none"> <li>→ Learn to recognise dot notation linked to pitch. Adult to play 3 notes on chime bars / pitched bells, children to identify the pattern played.<br/>Link to birds flying at different heights in the sky.</li> </ul> |
| <p>PE<br/>Year 2</p> | <div data-bbox="268 754 1153 1297"> <p><b>Understand Performance</b></p> <p>This unit focuses on developing every child's ability to recognise similarities and differences in performance.</p> </div> <div data-bbox="1164 754 2049 1297"> <div data-bbox="1205 807 1317 922"> </div> <p><b>Dynamic Balance</b><br/>On a Line</p> <div data-bbox="1205 943 1317 1058"> </div> <p><b>Static Balance</b><br/>Stance</p> <p>In this unit, the children will develop and apply their dynamic balance on a line and stance through focused skill development sessions, cooperative and competitive games.</p> </div>   |