



YEAR 2 – SPRING TERM 2023

Golden Threads

- Sustainability
- Diversity
- Religion



Substantive concepts, or golden threads of sustainability, diversity and religion will weave throughout the curriculum.

Cultural Capital

- Broader understanding of the world.
 - Vocabulary
 - Cultural experiences
 - Personal skills



Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. Our cultural capital helps form our understanding, knowledge, experiences, thoughts and opinions. It helps us achieve goals, be successful, try different things and share our experiences with others.

British Values

- Democracy
- Rule of Law
- Individual liberty
- Tolerance of different faiths and beliefs
- Mutual respect



We want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. Through engaging lessons, challenge and appropriate activities, we can give them a better understanding of themselves and others in the 'community of communities' in which they live. Children will develop their understanding of British values

ENGLISH

Writing

- Using different features of grammar including dialogue, commas, metaphor, pathetic fallacy, personification, onomatopoeia, adverbs, rhyme, imperative verbs, precise language, adverbs, conjunctions and contractions.
- Writing instructions including how to present instructional writing.
- Writing narrative including the structure of a story and writing for an audience.

Reading

- Reading as a class and in groups.
- Discussing texts and answering questions about them focussing on inference skills.
- Completing written comprehension questions.

Spelling

- Exploring spelling patterns and rules.



Tolerance and Diversity – reading texts about people from a variety of cultures

Mutual respect in collaborative group work in spelling investigations



Sustainability – learning how to make a bird feeder using recycled and natural items

MATHS

Number

- Recognising and using multiplication and division facts for the 2, 5 and 10 times tables.
- Mixed questions using the four operations of addition, subtraction, multiplication and division.
- Multiplying using an array.
- Dividing using a bar model.
- Select money to compare, make different amounts and find the change.
- Fractions.

Measurement

- Reading scales.
- Measuring capacity, volume and temperature.
- Statistics including tally charts, pictograms and bar charts.



Personal skills – Using maths within real life contexts including using money

Understanding and using maths vocabulary

SCIENCE

- Compare and contrast the properties of materials.
- Experiment with changing the shape of solid objects.
- Explain the differences between adult animals and their offspring, including humans.
- Explore different food types including why each group is important to animals, including humans.
- Classify things as living, non living or dead.
- Categorise animals and plants based on the conditions that they need to live in.
- Explain why a particular habitat is suitable for a living organism.
- Explain the differences in food chains for herbivores and carnivores.
- Observe similarities and differences between how seeds and bubs grow.
- Consider what plants need to stay healthy.



Mutual respect in collaborative group work



Understanding and using Scientific vocabulary



Diversity of the natural world

PE

Gym

- Link two or more actions to make a sequence.
- Show contrasts (such as small/tall, straight/curved and wide/narrow).
- Climb safely on equipment.
- Stretch and curl to develop flexibility.

Dance

- Link two or more actions to perform a sequence.
- Choose movements to communicate a mood, feeling or idea.



Mutual respect in group work

RE

Special Books

- Thinking about books that are special to us.
- Finding out about books that are special to people of different religions.
- Discussing the concept of specialness.
- Visiting a local Synagogue.

Salvation

- Exploring the stories of Easter and Holy week using freeze frame drama.
- Responding to the idea of Salvation in the form of artwork.
- Thinking about the motivation behind Christians serving others and the different things that they choose to do.
- Exploring how forgiveness and grace relates to our lives
- Thinking about the motivation behind Christians serving others and the different things that they choose to do.
- Exploring how forgiveness and grace relates to our lives.

Keywords—Incarnation, Sin, Salvation, Grace, Forgiveness



*Diversity
Religion*



*Tolerance of different faiths and beliefs
when learning about different Holy
Books*

*Mutual respect when exploring and
sharing views held by others.*



*Cultural experiences when
visiting a Synagogue
Understanding and using
theological vocabulary.*

HISTORY

What is our local area like and what/who should we remember?

- Learning about significant historical events, people and places in their own locality.
- Finding out why did The Deanery school got its name.
- Discussing and debating the importance of the Royal Town of Sutton Coldfield, Sutton Park, Bishop Vesey and other people and events of local significance.



*Democracy when deciding whether events and people are
significant or not*

Mutual respect when listening to the opinions of others



*Religion when learning about the history of the school and the
person of Bishop Vesey*

ART

Exploring the World through mono print

- Using a simple mono print technique to develop drawing skills, encouraging experimentation and ownership
- Finding out about the work of Xgaoc'o X'are and Leonardo Di Vinci



*Broader understanding of the world by studying the work of
different artists*

MUSIC

- Playing a tuned instrument.
- Keeping a tune when singing.
- Improvising.
- Playing together as a band.
- Exploring rock music by listening to a variety of rock tracks.



*Cultural experience by
listening to a variety of
music.
Understanding and using
musical vocabulary*



*Mutual respect when
performing in a group*

COMPUTING

Digital literacy – online safety

- Thinking about how to stay safe online.
- Learning about our digital footprint.

Coding

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs



*Understanding and using computing
vocabulary
Developing personal computing skills*

PSHE

Keeping safe

- Healthy relationships.
- Feelings and emotions

Rights and respect

- Living in the wider world
- Money.
- Looking after the environment.



*Sustainability when
thinking about looking
after the environment*



*Rule of law, mutual
respect and individual
liberty throughout*

GEOGRAPHY

What is our local area like and what/who should we remember?

- Using basic geographical vocabulary to refer to key physical and human features.
- Drawing and following maps.
- Using and making keys
- Compass points.



*Understanding and
using geographical
vocabulary
Personal skills in
navigation*

DT

Design, make and evaluate handpuppets for a child to use to retell a story

- Investigate existing puppets to explore materials to use.
- Create and use templates.
- Learn different techniques for joining materials.
- Make a hand puppet.
- Evaluate the final product



Sustainability using material scraps



*Personal skills learning how to
work with different materials*



*Individual liberty making individual
choices in puppet design*