

# YEAR 2 – SPRING TERM 2023

## Golden Threads

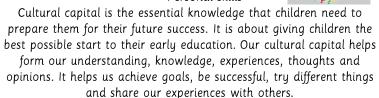
- Sustainability
  - Diversity
  - Religion



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



# **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.

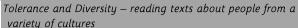
### Reading

- · 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.





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

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

- make a sequence.
- and wide/narrow).
- Climb safely on equipment.
- Stretch and curl to develop

### Dance

- Link two or more actions to
- communicate a mood.



### Special Books

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

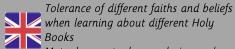
#### Salvation

- Thinking about the motivation behind Christians serving others and the different things that they choose to do.

RE

- 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.





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?



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

### Exploring the World through mono print

- Broader understanding of the world by studying the work of



different artists

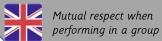
# MUSIC

- Playing a tuned instrument.
- Keeping a tune when singing.



Cultural experience by listening to a variety of music.

Understanding and using musical vocabulary



# COMPUTING

### Digital literacy – online safety

- Learning about our digital footprint.

### Coding

- implemented as programs on digital devices; and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour



Understanding and using computing vocabulary Developing personal computing skills

# PSHE

# Keeping safe

- Feelings and emotions

# Rights and respect

- Living in the wider
- Looking after the



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
- 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.
- 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