

Curriculum Overview - Year 2 Spring Term 2 - 2023
Whole School Theme: Our Planet
Central Idea: My Actions Affect the Future

<u>Skills</u>		
Research	Communication	Self-Management
Formulating questions, Observing, Planning, collecting data, recording data, organising data, interpreting data, presenting findings	Listening, Speaking, Reading, Writing, Viewing, Presenting, Non-verbal communication, Digital understanding	Gross motor skills, Fine motor skills, Spatial awareness, Organisation, Time management, Safety, Healthy Lifestyle, Behaviour, Informed choices, Work ethic
Social, Diversity and Inclusion	Critical and Creative Thinking	Key Concept
Accepting responsibility, Group decision making, adopting a variety of group roles, respecting others, resolving conflict, Cooperating and collaborating, Social responsibility, Global awareness, Leadership	Knowledge acquisition, Comprehension, Application, Analysis, Synthesis, Evaluation, Divergent thought, Metacognition	That although we are small, we can make a big impact on our Planet.

Maths	English	Science	History
<p>In these units, children will be taught about measurements, including Geographical measurements, how to read a grid map, language of position and measures.</p> <p>Length and Height Step 1 Measure in centimetres Step 2 Measure in metres Step 3 Compare lengths and heights Step 4 Order lengths and heights Step 5 Four operations with lengths and heights</p> <p>Mass, capacity and temperature Step 1 Compare mass Step 2 Measure in grams Step 3 Measure in kilograms Step 4 Four operations with mass Step 5 Compare volume and capacity Step 6 Measure in millilitres Step 7 Measure in litres Step 8 Four operations with volume and capacity Step 9 Temperature</p>	<p><u>Writing:</u> Organise and present whole texts effectively, sequencing and structuring information, ideas and events use correct spelling write imaginative, interesting and thoughtful texts select appropriate and effective vocabulary write with technical accuracy of syntax and punctuation in phrases, clauses and sentences</p> <p><i>Instructions</i> Using <i>Instructions</i> by Neil Gaiman, explore reading, giving, planning and writing instructions. Learn about different sentence types and revise sentence punctuation</p> <p>Tales from other cultures Read and listen to different versions of <i>Baba Yaga</i> and <i>Hansel and Gretel</i>. Identify different types of sentence and study subordination and coordination. Write a traditional tale</p> <p>Poetry Explore different styles of poems using the fun topic of aliens. Revise adjectives, nouns, verbs and use suffixes to create nouns. Compare poems, write and perform their own poems</p> <p>Spelling and Grammar Adding -es/ed to words ending in -y, adding -er or -est/ing to root words ending in -y, adding new endings to root words ending in -e. Co-ordinating conjunctions, subordinating conjunctions, expanded noun phrases to describe, or specify.</p>	<p>Children will learn about a variety of habitats and the plants and animals that live there. They learn to tell the difference between things that are living, dead and things that have never been alive, and apply this in a range of contexts. They make observations of a local habitat and the creatures that live there, investigating conditions in local microhabitats and how they affect the minibeasts found within them. This unit allows children to research a range of global habitats and how the living things that live there are suited to their environments, and also provides an introduction to the idea of dependency between plant and animal species.</p>	<p>In this unit, children explore why some people are considered to be significant before going on to learn about some significant explorers. Children learn about the explorations of Ibn Battuta, an explorer who lived around 700 years ago and about Matthew Henson, a famous polar explorer who may have been the first man to step foot on the North Pole. They compare Matthew Henson’s polar exploration to a much more recent exploration by Felicity Aston, the first person to walk across Antarctica alone on skis using her own power. The lesson about Neil Armstrong, the space explorer, looks, not only at his achievements, but asks the children to explore if it is right that Neil Armstrong should be remembered more than the others involved in the Apollo 11 mission. Finally, the children investigate how we remember significant people and how values may change over time in relation to this.</p>

Geography	Computer Science	Music and Drama	PE and Games
<p>Children will find out about the location of countries, continents and oceans of the world in relation to the position of the United Kingdom and children’s own locality. Children will develop global awareness by looking in detail at the position of the seven continents and five oceans of the world, understanding that the world is spherical and creating their own journeys across the world. Children continue to build on their map skills developed in Year 1 using atlases, world maps and globes more widely, along with using aerial photographs to recognise human and physical features including landmarks. We will also develop key map skills. Children will explore a range of maps at a local, national and global level, developing their understanding of how to navigate around an atlas to find key countries, continents, oceans and seas along with devising their own maps and routes. They will learn how to ‘view from above’ looking at aerial photographs to spot human and physical features, understand simple map symbols, compass directions and develop key geographical vocabulary.</p>	<p style="text-align: center;"><u>PowerPoint</u></p> <p>Introduction to PowerPoint – talking books Children will use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.</p> <p>Key Skills - This unit will enable the children to:</p> <ul style="list-style-type: none"> • Use PowerPoint to add text, images and record sounds. • Develop skills in saving and storing sounds on the computer. • Develop collaboration skills as they work together in a pairs/group. • Understand how a talking book differs from a paper-based book. • Talk about and reflect on their use of ICT share recordings with an audience. <p>The Children will make a final book linked to their Theme of Investigation – Our Planet</p> <p>Book: Here We Are by Oliver Jeffers</p>	<p>Music: Continue with our Peter and the Wolf topic learning to recognise by sight and by hearing the different instruments involved. Compose pieces in groups based upon different characters.</p> <p>Drama: Imaginative play and creative storytelling based upon monsters and short stories such as ‘Not now Bernard!’</p>	<p style="text-align: center;"><u>Sending & Receiving</u></p> <p>To develop a range of sending and receiving skills</p> <p>Key Skills - rolling/bouncing/underarm/overarm.</p> <p>To begin to accurately pass the ball in a variety of ways.</p> <p>To maintain control over the object.</p> <p>To develop coordination skills through catching.</p> <p>To understand how to adjust the body to catch high and low objects.</p> <p>To perform core skills in a small sided game situation.</p> <p>To begin to make decisions about the use of basic tactics.</p> <p>To perform these skills in a competitive environment.</p>
French	PSHEE	Art and Design	Religious Studies

<p>More on farm animals & asking and saying that you have an animal at home</p> <p>T'choupi prend soin de la planète</p> <ul style="list-style-type: none"> - Learning some key phrases on how to be green <p>Ma Famille</p> <ul style="list-style-type: none"> - Understanding the words for different family members - Being able to say who is in your family - Physical descriptions - Devine Qui C'est? (Guess Who!) <p>More on numbers</p>	<p>We can benefit from learning about people living in different places to us and their ways of life. We will enable the children to explore their own family life, home and school and compare these to children's family life, homes and school from around the world which are different from their own. Children will also learn about the relationship between people and their environment and how this affects their way of life. They will also learn about how people use the earth's resources and the importance of protecting the earth for ourselves and future generations and how we can work together to do this.</p>	<p>'Nature Sculptures' will teach children about the concept of nature sculpture. The children will have the opportunity to learn about different kinds of nature sculptures and to explore the work of Andy Goldsworthy and other environmental artists. We will focus on a different technique using natural materials; model making, observational drawing, collecting material, ephemeral land art and group sculpture building. At the end of the unit children will create a multimedia collage to bring together and celebrate their work.</p>	<p>We will learn how nature can be important across religions and encourage the children to make links between religions. Children will learn the Christian Creation story, about the importance of harvest to some Christians and Jews by learning about harvest festivals and Sukkot. Children then go on to hear stories from Buddhism and Islam which highlight the importance of looking after nature. They then go on to think about how the messages in these stories can help them in their everyday lives.</p>
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