

**Year 2 Curriculum – Spring Term Overview**

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| <p align="center"><b>Religious Education 1</b><br/><b>Celebrations</b><br/><b>Key questions:</b><br/><b>What is a religious celebration and why are they important to believers?</b></p> <p>How are special occasions celebrated?<br/>What is it like to share a celebration?<br/>What is a religious celebration and why are they important to believers?<br/>How do religious believers celebrate the meaning of a festival?<br/>What does this look like in our world today-compare to own life?</p> <p><b>Vocabulary:</b><br/>celebrations, festival, symbolism, Hanukkah, Menorah, Christmas, commemorate, community</p>  | <p align="center"><b>History</b><br/><b>Significant People/Places in the Locality:</b><br/>Historical Enquiry: to begin to understand Maritime life through a study of sailors in Nelson's Navy (1793 – 1815)</p> <p align="center"><b>Key Questions:</b><br/><b>What did "maritime life" look like then?</b></p> <p>What can we learn about this time/event from a painting? · Where is this period placed on the global class timeline? · What were ships used for at this time? · Why is Greenwich a Maritime town? · What are the significant landmarks and what were they used for then and now? · How useful is this painting in telling us about the past? · Who would be on board a ship? · What was life was like for them on the boat? · What were the conditions on the boat? · What was their role? · How do we know about the past?</p> <p align="center"><b>Vocabulary:</b><br/>local, maritime, community, vessel, port, tide</p>  | <p align="center"><b>Religious Education 2</b><br/><b>Christianity: Unit 4: A Local Church</b><br/><b>Key questions:</b><br/><b>How does a place of worship help Christians to develop their beliefs about Jesus?</b></p> <p>What happens in a Christian place of worship?<br/>How do Christians try to follow Jesus' example?</p> <p><b>Vocabulary:</b><br/>church, priest, symbols, ceremonies, worship, community welcoming, baptism, pew, stain glass windows, lectern altar, service, font, Holy Communion Cup</p>  |
| <p align="center"><b>Computing</b><br/><b>Online Safety · Understand how to use age-appropriate technology safely and where to go for help · Understand how to use passwords safely</b></p> <p>Children will be introduced to some of the risks that the internet and technology can present. They will use this information to create online safety posters to help others stay safe online.</p> <p align="center"><b>Key Question:</b><br/>What is private information?</p> <p align="center"><b>Vocabulary:</b><br/>personal information privacy/ private password</p>  | <p align="center"><b>Geography</b><br/><b>Contrasts Physical and Human Geography- Cairo and London</b><br/>Build a deeper understanding of the UK as part of the European continent through a study of a small area of the UK contrasted to a small area of a non-European country (Cairo and London)<br/>To gain an understanding of different weather and climates and the impact on physical and human geography. Explain key geographical similarities and differences between London and Cairo Locate the non- European locality on a map and identify the continent it's located on.</p> <p><b>Assessment questions:</b> Why are the key similarities and differences of London and Cairo? <b>Key Questions</b> What is the physical geography of London and Cairo?</p> <p align="center"><b>Vocabulary</b><br/>atlas, globe, mouth, source, farming, vegetation, delta, London, Thames, Cairo, Nile, settlements, pollution, transportation, environment</p>   | <p align="center"><b>MFL</b></p> <p>In KS1 children develop enthusiasm and a positive attitude towards foreign language acquisition. This is done through class registers, assemblies, rhymes and songs.</p>   |
| <p align="center"><b>PSHE</b><br/><b>Living in the wider world</b><br/><b>What jobs people do and what helps us to stay safe</b></p> <p align="center"><b>Key Questions:</b><br/><b>What jobs do people do?</b><br/>How they belong to groups and communities.<br/>How jobs help people earn money to pay for things they need and want about a range of different jobs, including those done by people they know or people who work in their community.<br/>How people have different strengths and interests that enable them to do different jobs<br/>How people use the internet and digital devices in their jobs and everyday life</p> <p align="center"><b>No Outsiders 2.3</b><br/><b>Key learning – To understand what diversity is</b><br/><b>Suggested Text: The Great Bog Book of Families by Mark Hoffman and Ros Asquith</b></p> <p align="center"><b>Vocabulary:</b><br/>Career, job, diversity</p> | <p align="center"><b>Art</b></p> <p>Children will know about the work and styles of: · Impressionism · Monet · Renoir and understand the historical and cultural development of their art forms.</p> <p>Drawing -Close observational drawing using pencil/Sketching Painting That colour can be used to create atmosphere link to Monet. That paint and texture can be used to create movement in images- link to River Thames. A study of water and how this is depicted in paintings by Monet and Renoir linked to topic on River Thames (to support contrast of Thames/ Nile in following term).<br/>Final outcome: painting</p> <p align="center"><b>Key Questions</b><br/>Evaluation How would you develop ideas further through discussion? Can you reflect on your finished piece? Is this what you intended? What did you find difficult? Drawing How is drawing with charcoal different to drawing with pencil? What effects can you create with charcoal?</p> <p align="center"><b>Vocabulary</b><br/>Drawing tone: light/dark observation line</p> | <p align="center"><b>Physical Education 1</b><br/><b>Fundamental Movement Skills</b><br/><b>Movement/ Agility</b><br/>Children apply agility, balance and coordination to movement both individually and with others.</p> <p align="center"><b>Key Questions:</b><br/><b>What can you do to dodge and move away from others?</b><br/><b>How do you change direction quickly?</b></p> <p align="center"><b>Vocabulary:</b><br/>Space, agility, balance, changing, direction, speed, side stepping, dodging, movement, spatial awareness</p> <p align="center"><b>Physical Education 2</b><br/><b>Ball Skills</b><br/>Children develop and secure fundamental movement skills of running, jumping, hopping, skipping, galloping, balancing, throwing, catching, rolling, stopping and striking.</p> <p align="center"><b>Key Questions:</b><br/><b>What do you look at when sending an object? What does your body position look like when controlling the ball?</b></p> |

|  |   |   | <b>Vocabulary:</b><br>Warm-up, Teamwork, Respect,<br>Attack, Defence, Tactics  |
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| <b>Music</b>   |   | <b>Science</b><br><b>Spring 1</b><br><b>Plants</b>  | <b>Science</b><br><b>Spring 2</b><br><b>Materials and their suitability for different purposes</b>   |
| <b>Melody/Use of Voice</b><br><b>Key Questions:</b><br>What do the words mean?<br>What is the story in the song?<br>What is the song about?<br>What is a verse?<br>What is a chorus?<br><b>Vocabulary:</b><br>Song, word, verse, chorus, warm-up | <b>Notation</b><br><b>Key Questions:</b><br>How long is this note?<br>What is the name of this note?<br>What is the pitch of this note?<br>What is a stave?<br>What is a treble clef?<br>What is a rest?<br><b>Vocabulary:</b><br>Notes, rhythm, crotchet, quaver, (minim), (semibreve), rests, silence, notation, pulse, rhythm, tempo, length, long/short, beats<br><br><b>Listening and Appraising</b><br><b>Key Questions:</b><br>How does this music make you feel?<br>How does the music change?<br>How does the music make you feel?<br>What instruments can you hear?<br>Can you draw a picture/write a story etc.<br>Inspired by the music?<br><br><b>Vocabulary:</b><br>Dynamics Timbre Instruments – violin, cello, trumpet, flute, saxophone, trombone, drums, cymbals, piano, guitar | <b>Key Questions:</b><br>Is a plant alive?<br>What do plants need to grow?<br><br><b>What are the basic needs of plants for survival and the impact of changing these?</b><br><br><b>Vocabulary:</b><br>Plants, temperature, mature, light, shade, grow | <b>Key Questions:</b><br>Why do some materials change?<br><br><b>Distinguish objects from materials, describe their properties, identify and group everyday materials and compare their suitability for different uses</b><br><br><b>Vocabulary:</b><br>rigid, flexible, reflective, transparent, opaque, translucent, push, pull, twist, squash |