

Spring 1 Curriculum Planning

Science

Work scientifically

- Ask simple questions.
- Observe closely, using simple equipment.
- Perform simple tests.
- Identify and classify.
- Use observations and ideas to suggest answers to questions.
- Gather and record data to help in answering questions.

Investigate Materials

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.

Understand movement, forces and magnets.

- *Notice and describe how things move, using simple comparisons such as faster and slower.*
- *Compare how different things move.*

Understand light and seeing

- *Observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light travels from them to our eyes.*

Understand electrical circuits

- *Identify common appliances that run on electricity.*
- *Construct a simple series electrical circuit.*

Maths

Number: multiplication and division

- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables.
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs.
- Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
- Solve problems involving multiplication and division using mental methods.

Statistics

- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
- Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
- Ask and answer questions about totalling and comparing categorical data.

Geometry: Properties of shape

- Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.
- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
- Identify 2-D shapes on the surface of 3-D shapes.
- Compare and sort common 2-D and 3-D shapes and everyday objects.

English

Reading – Understand text

- Discuss events.
- Predict events.
- Link reading to own experiences and other books.
- Join in with stories or poems.
- Check that reading makes sense and self-correct.
- Infer what characters are like from actions.
- Ask and answer questions about texts.
- Discuss favourite words and phrases.
- Listen to and discuss a wide range of texts.
- Recognise and join in with (including role-play) recurring language.
- Explain and discuss understanding of texts.
- Discuss the significance of the title and events.
- Make inferences on the basis of what is being said and done.

Writing – narrative, non-fiction & poetry Composition

- Say first and then write to tell others about ideas.
- Write for a variety of purposes.
- Plan by talking about ideas and writing notes.
- Use some of the characteristic features of the type of writing used.
- Write, review and improve.
- Use well-chosen adjectives to add detail.
- Use names of people, places and things.
- Use well-chosen adjectives.
- Use nouns and pronouns for variety.
- Use adverbs for extra detail.
- Re-read writing to check it makes sense.
- Use the correct tenses.
- Organise writing in line with its purpose.
- Write about more than one idea.
- Group related information.
- Write so that other people can understand the meaning of sentences.
- Sequence sentences to form clear narratives.
- Convey ideas sentence by sentence.
- Join sentences with conjunctions and connectives.
- Vary the way sentences begin.

Year: 2 Topic: Inventors

History

Investigate and interpret the past

- Use artefacts, pictures, stories, online sources and databases to find out about the past.

Build an overview of the World

- Describe historical events.
- Describe significant people from the past.
- Recognise that there are reasons why people in the past acted as they did.

Understand chronology

- Place events and artefacts in order on a time line.
- Use dates where appropriate.

Communicate historically

- Show an understanding of the concept of nation and a nation's history.
- Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.

PSHE/ RSHE

Relationships Education/ Health Education

Online relationships/ Internet safety and harms

The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

Computing

Code

- Control motion by specifying the number of steps to travel, direction and turn.
- Add text strings, show and hide objects and change the features of an object.
- Select sounds and control when they are heard, their duration and volume.
- Control when drawings appear and set the pen colour, size and shape.
- Specify user inputs (such as clicks) to control events.
- Specify the nature of events (such as a single event or a loop).
- Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?).

Geography

Investigate places

- Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.
- Use aerial images and plan perspectives to recognise landmarks and basic physical features.

Investigate Patterns

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.

Communicate Geographically

- Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.
- Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

Outside learning: Forest schools

P.E. - Gymnastics

- Copy and remember actions.
- Move with some control and awareness of space.
- Link two or more actions to make a sequence.
- Show contrasts (such as small/tall, straight/curved and wide/narrow).
- Travel by rolling forwards, backwards and sideways.
- Hold a position whilst balancing on different points of the body.
- Climb safely on equipment.
- Stretch and curl to develop flexibility.
- Jump in a variety of ways and land with increasing control and balance.

Music

Perform

- Take part in singing, accurately following the melody.
- Follow instructions on how and when to sing or play an instrument.
- Make and control long and short sounds, using voice and instruments.
- Imitate changes in pitch.

Compose

- Create a sequence of long and short sounds.
 - Clap rhythms.
 - Create a mixture of different sounds (long and short, loud and quiet, high and low).
 - Choose sounds to create an effect.
 - Sequence sounds to create an overall effect.
- Create short, musical patterns.
- Create short, rhythmic phrases.

Transcribe

- Use symbols to represent a composition and use them to help with a performance.

Describe music

- Identify the beat of a tune.
- Recognise changes in timbre, dynamics and pitch.

R.E.

What questions do religious stories make us ask? Can we find any answers? (all religions)

Key vocabulary:

Why, who, where, when, what, how question vocabulary. Belief, know, knowledge, Christian, Hindu, Muslim, Islam, Bible, Qur'an, Sacred texts, Ramayana

Smaller questions:

Questions to be thought up by children, guided to think of some of the philosophical thought processes suggested in core knowledge.

Core knowledge from Syllabus:

Key philosophical vocabulary; Ways of reasoning; The Bible as a sacred text for Christians and its different genres; The life and teachings of Jesus; Make links between belief and behaviour

Art and design

Develop ideas

- Respond to ideas and starting points.
- Explore ideas and collect visual information.
- Explore different methods and materials as ideas develop.

Master techniques

Sculpture

- Use a combination of shapes.
- Include lines and texture.
- Use rolled up paper, straws, paper, card and clay as materials.
- Use techniques such as rolling, cutting, moulding and carving.

Print

- Use repeating or overlapping shapes.
- Mimic print from the environment (e.g. wallpapers).
- Use objects to create prints (e.g. fruit, vegetables or sponges).
- Press, roll, rub and stamp to make prints.

Textiles

- Use weaving to create a pattern.
- Join materials using glue and/or a stitch.
- Use plaiting.
- Use dip dye techniques.

Take inspiration from the greats

E.G Leonardo Di Vinci

- Describe the work of notable artists, artisans and designers.
- Use some of the ideas of artists studied to create pieces.

DT

Master practical skills

Materials

- Cut materials safely using tools provided.
- Measure and mark out to the nearest centimetre.
- Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).
- Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).

Construction

- Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.

Mechanics

- Create products using levers, wheels and winding mechanisms.

Design, make, evaluate and improve

- Design products that have a clear purpose and an intended user.
- Make products, refining the design as work progresses.
- Use software to design.

Inspiration through History

- Explore objects and designs to identify likes and dislikes of the designs.
- Suggest improvements to existing

Trips/Visitors

Vocab

significant, transportation, turbine, centuries, vital, locomotive, consequences.

Influential, communicate, navigation, essential, broadcasts, transmissions.

Achievement, sustained, discoveries, ancient, centuries, influential.