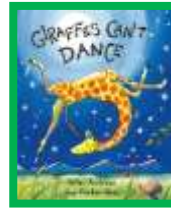
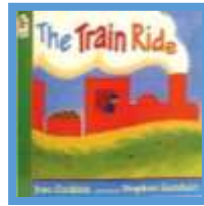


Year 2 Curriculum Contents-Spring Term

Reading Focus this term:
(See Cross curricular links documents)



Spring Term 1 Class Readers



Spring Term 2 Class Readers



PSHE

Intent

PSHE helps pupils to develop the knowledge, skills attitudes and understanding they need to fulfil their potential. Teaching children how to keep themselves healthy, safe and able to make informed decisions in their future life and work.
By following the Tenten 'Life to the Full' resources we provide a comprehensive and statutory relationship education within a Diocese-approved Catholic context.

KS1 Module One: We continue units 3-4 from the Autumn Term.

We build on our Unit 1 – Religious Understanding where we are introduced to the story from the Gospel of Matthew, when Jesus welcomed all of the little children to

R.E.

Intent

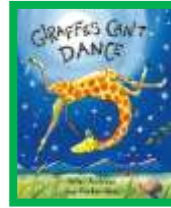
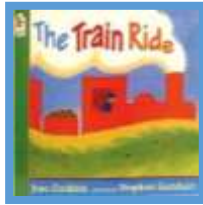
As a Catholic school, we are committed to the Catholic Faith, recognising and valuing every individual as special and unique in the image and likeness of God. Religious Education respects and promotes each child's innate capacity for wonder, awe, reverence and spirituality. Our Religious Education curriculum leads our children to aspire not to have more, but to be more; children are taught about God's love; they learn about their Christian responsibilities; children are provided with experiences of church, Catholic and Christian traditions, as well as being taught to be respectful and understanding of people and traditions from other faith backgrounds. Through Religious Education our children learn about their unique place within the home, school and parish community.

Year 2 Curriculum Contents-Spring Term

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Spring Term 1 Class Readers



Spring Term 2 Class Readers



come to Him. The five-story sessions encourage children to understand that they are created by God out of love and for love. Children will revisit this Gospel story at the end of this Module.

Implementation

Over the three sessions of **Unit 3 – Emotional Well-Being**, children will meet presenters Jayden and Josie and fictional character Super Susie. They will help children to understand and articulate their own changing feelings and how other people’s feelings might differ from theirs. Children will learn how they can manage their feelings and about the consequences of their actions.

Unit 4 – Life Cycles returns to the Gospel story from Unit 1, to show that God created us to follow the cycle of life and He loves us at every stage.

Implementation

We follow the ‘Come & See’ Religious Education Programme in line with guidance from the Hexham & Newcastle diocese.

This programme provides:

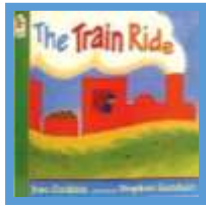
- opportunities for celebration, prayer and reflection in implicit and explicit ways.
- children with the language of religious experience - a 'literacy' in religious activities, places, stories, symbols and rituals, people and objects.
- a 'systematic presentation of Christian event, message and way of

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Children will learn about the specifics of the human life cycle and celebrate how they have already changed and grown.

KS1 Module 2: Created to Love

Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe:

Unit 1 - Religious

Understanding begins with an adapted version of the Prodigal Son story to show children that God loves us, and nothing we can do will stop Him from loving us.

life' in ways appropriate to the age and stage of development of the child.

- that for its implementation and production it requires the adults involved to understand the underlying theological as well as educational principles.
- appropriate materials about other faiths.
- academic respectability as in other curricular areas – utilising appropriate stages from the National Curriculum.

The three main topics this term are:

Local Church - .Books The scriptures are the treasured Word of God for the Jewish and Christian communities. We learn about the importance of the bible and how it is used during mass.

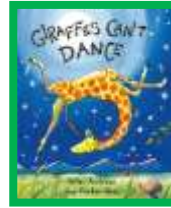
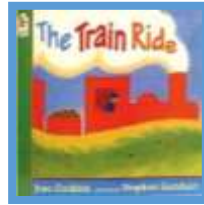
Eucharist - Thanksgiving - The word Eucharist means 'thanksgiving'. The Eucharist is another name for the Mass. The parish family gathers to give thanks to God, most of all for the gift of Jesus, his Son.

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In Unit 2 – Personal Relationships children once again meet Super Susie, who helps them to identify the ‘special people’ in their lives who they love and can trust. In further sessions, children will learn how to cope with various social situations and dilemmas, and the importance of saying sorry and forgiveness within relationships.

In Unit 3 – Keeping Safe, Super Susie helps children to tell the difference between good and bad secrets. This unit also explores the risks of being online by incorporating the ‘Smartie the Penguin’ resources from Childnet, and teaching on physical boundaries, incorporating the PANTS resource by the NSPCC. Through the animated expert Dr Datfa, children will also learn about the effects of harmful

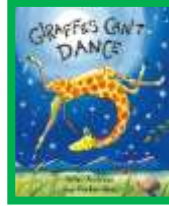
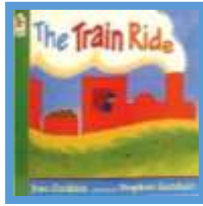
Lent/Easter – Opportunities - The forty days of Lent is an opportunity for Christians to turn about from what is bad and to seek ways to do good by prayer and by doing something extra to prepare for the celebrate of Jesus’ Resurrection at Easter.

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Reading Focus this term:
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Spring Term 1 Class Readers



Spring Term 2 Class Readers



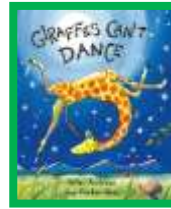
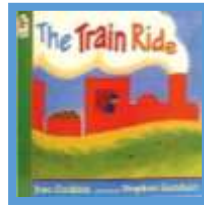
	substances (including alcohol and tobacco), some basic First Aid, what makes a 999 emergency and what they should do if in an emergency situation.		
Impact	<p>By the end of this term it is our intention that the vast majority of children will understand:</p> <ul style="list-style-type: none"> • That we are part of God's family; saying sorry is important and can mend friendships; we should love others the same way God loves us; • To identify 'special people' (their parents, carers, friends, parish priest) and the importance of being close to and trusting special people and telling them if something is troubling them. • How to treat others well, the 	Impact	<p>By the end of each topic, children acquire the skills of assimilation, celebration and application of the following:</p> <p>Local Church – Books</p> <p>Children will Know and understand:</p> <ul style="list-style-type: none"> • About the different books used at home and in school • The Bible as a special book and there are four Gospels. • The variety of books used during the Mass by the parish family. • The responses we say and what they mean to us. • The way the Gospel is revered at Mass. • The story of the Baptism of Jesus.

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Spring Term 2 Class Readers



characteristics of positive and negative behaviour and relationships;

- How to be sorry; recognising unkindness in themselves and in others and how to forgive like Jesus teaches us;
- How to be safe online; knowing what is and isn't safe and who to turn to when they feel uncomfortable;
- What constitutes good versus bad secrets and who to trust when something is troubling them.

Eucharist - Thanksgiving

Through exploring and understanding the story of the Last Supper, children will know:

Different ways to say thank you.

- The four parts of the Mass.
- The Eucharistic Prayer.
- Some of the Mass responses.
- During the Eucharist, the bread and wine become the Body and Blood of Jesus Christ.
- The parish family go out from Mass in peace and thanksgiving to love and serve God.

Lent/Easter - Opportunities

Children will explore and retell the events of Palm Sunday, Maundy Thursday, Good Friday and Easter Sunday and know

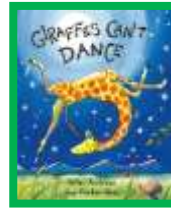
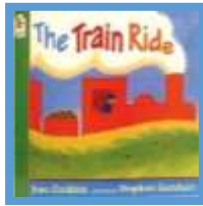
- The opportunity Lent offers to make a new start.

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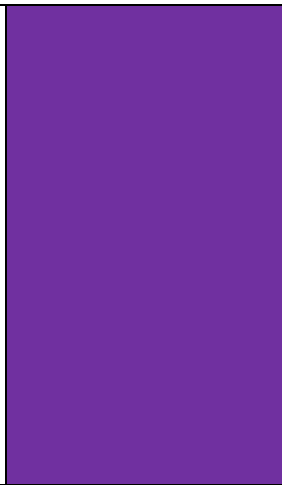
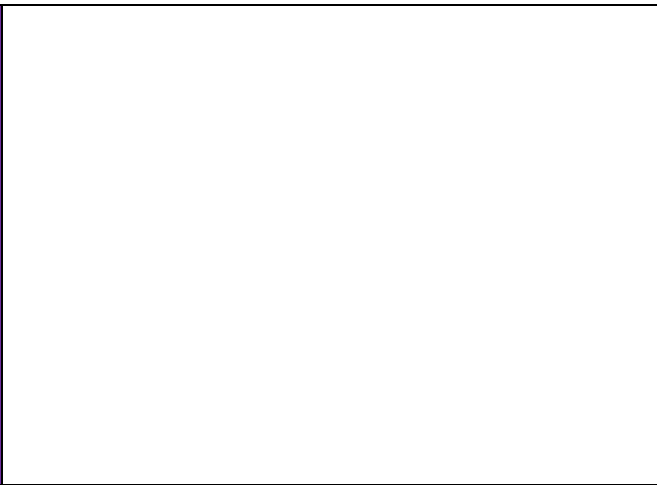
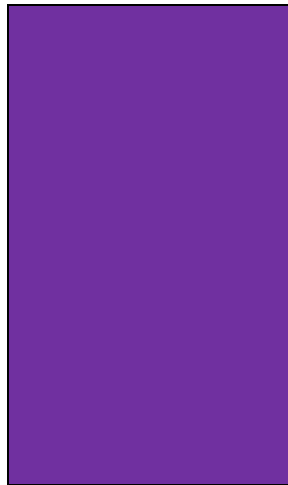
Reading Focus this term:
(See Cross curricular links documents)



Spring Term 1 Class Readers



Spring Term 2 Class Readers



- Ash Wednesday is the first day of Lent.
- The story of Palm Sunday.
- The story of Jesus washing the disciple's feet and why he did it.
- Holy Week remembers Jesus at the Last Supper, dying on the cross and being raised to new life.
- Easter is the most important feast. It was when Jesus rose from the dead.

English-Speaking & Listening

Intent

Speaking and listening are essential life skills. Our aim is to enable pupils to be increasingly confident in using spoken language in a variety of contexts in order to communicate ideas, views and feelings. We encourage pupils to express themselves creatively and imaginatively. Pupils will use their knowledge, skills and understanding in speaking and listening across a range of curriculum areas.

English-Word Reading & Composition

Intent

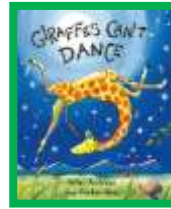
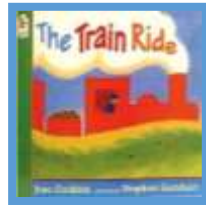
In Reading, we teach our pupils to segment and blend sounds together. This is taught explicitly throughout 'phonics' time and in all teaching. Pupils are encouraged to develop the habit of reading for both pleasure and information. Through reading, pupils will have a chance to develop culturally and emotionally. Pupils have daily reading sessions to learn appropriate strategies for reading and are encouraged to read a

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Reading Focus this term:
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Spring Term 1 Class Readers



Spring Term 2 Class Readers



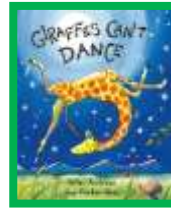
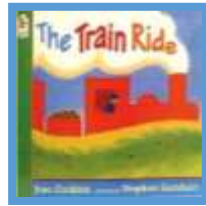
Implementation	<p>Pupils will be taught to communicate across a range of contexts. They will learn how to speak clearly and confidently to an audience. Pupils will have the opportunity to work in groups of different sizes; in pairs, small groups, large groups and as a whole class. They will be encouraged to expand and develop their vocabulary to discuss concepts and enhance their knowledge about language.</p>	Implementation	<p>wide range of books.</p> <p>Using an engaging visual and text-based stimulus, children will take part in individual and daily guided group reading. During guided and class reading sessions, children will be encouraged to ask relevant questions to gain a better understanding of a text. They will learn to read and respond to levelled texts drawing on inferences such as inferring a characters' feelings thoughts and motives from their actions (using VIPERS). Pupils will continue to develop their vocabulary and the breadth and depth of their reading, in order to encourage them to become independent, fluent and enthusiastic readers.</p> <p style="text-align: center;">Vocabulary</p> <p style="text-align: center;">Infer</p> <p style="text-align: center;">Predict</p> <p style="text-align: center;">Explain</p> <p style="text-align: center;">Retrieve</p>
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Year 2 Curriculum Contents-Spring Term

Reading Focus this term:
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Spring Term 1 Class Readers



Spring Term 2 Class Readers



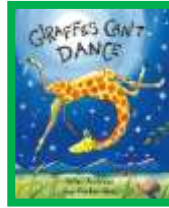
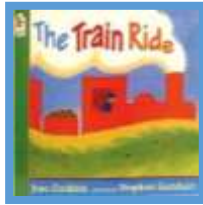
		Sequence	
Impact	<p>By the end of the term it is our intention that the vast majority of children will be able to:</p> <ul style="list-style-type: none"> • Participate in discussions, performances and role plays • Speak clearly and fluently in different contexts • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments 	Impact	<p>By the end of the term it is our intention that the vast majority of children will be able to:</p> <ul style="list-style-type: none"> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books • Read books that are structured in different ways and read for a range of purposes • Discuss words and phrases which capture the reader's interest and imagination • Prepare poems and play scripts to read aloud and perform showing understanding through intonation, tone, volume and action
English-Writing: Transcription & Handwriting		Writing: Composition, vocabulary, Grammar & Punctuation	
Intent	Our aim is for pupils to write clearly and accurately. They will be encouraged to write legibly and fluently; with an increasing knowledge of the relationship	Intent	Writing enables pupils to communicate ideas, express themselves creatively, provide information and persuade a reader of a viewpoint. Pupils will be

Year 2 Curriculum Contents-Spring Term

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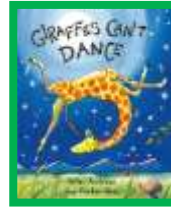
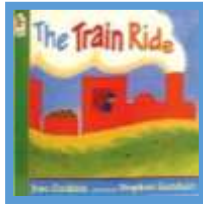
	<p>between sounds and letters, word structure and the spelling structure of words. Pupils will continue to develop their phonological awareness to become secure in all aspects of writing. Pupils to confidently write independently by the end of Key Stage 1. Pupils will be able to demonstrate an understanding of what they have written.</p>		<p>encouraged to use inspiration and ideas from reading in order to prepare their ideas before they write. Effective composition involves articulating and communicating ideas, then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.</p>
Implementation	<p>Children will practice handwriting using 'Letterjoin' to produce consistency in size and proportion of letters, consolidate correct joins and increase fluency and pace. Pupils will be given the opportunities to write a variety of genres. Skills of segmenting and blending is taught explicitly throughout 'phonics' time and in all teaching to support children's writing.</p>	Implementation	<p>Pupils will develop their range of writing styles and the use grammar, vocabulary and narrative structures in order to compose their own examples of different writing genres.</p> <p><u>Recounts-Animal Diaries</u> Children will explore conjunctions and the correct use of present and past tense. Write diary entries in role.</p> <p><u>Poetry- Humorous Poems</u> Children will explore different styles of poems using the fun topic of aliens. Revise adjectives, nouns, verbs and use suffixes</p>

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Spring Term 1 Class Readers



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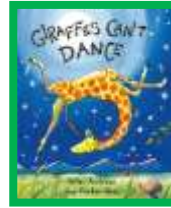
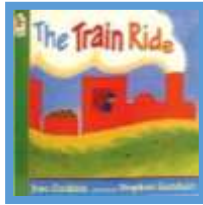
			<p>to create nouns. Compare poems, write and perform their own poems.</p> <p>Fantasy Writing-Dragons Children will learn that dragons are ancient & fascinating mythical creatures. We will read, sequence, compare & review dragon stories; produce a version of 'Paper Bag Princess' story. Use noun phrases & conjunctions.</p>
Impact	<ul style="list-style-type: none"> • Consolidate spelling patterns for Year 1 and 2 • Suffixes- ed, es, s, ing, less, ful, ment, er, est, ness • Spell some Year 1 and 2 words correctly. <ul style="list-style-type: none"> • Increase the legibility, consistency and quality of their handwriting. 	Impact	<p>By the end of the term it is our intention that the vast majority of children will be able to:</p> <p>Recounts-Animal Diaries Children will be able to share their thoughts and ideas with adults and peers. Compose a sentence orally (before recording it and use the first person and past tense correctly. use research notes to generate ideas. Record ideas as words, phrases or pictures. Orally compose sentences in first person and the past. Use</p>

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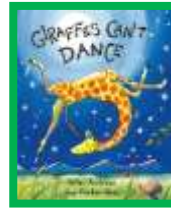
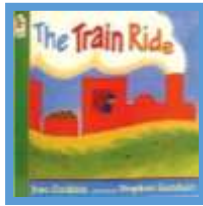
			<p>conjunctions to extend sentences.</p> <p>Poetry- Humorous Poems Listen to and enjoy a humorous poem. Discuss and answer questions about a poem. Begin to recite and learn a poem off by heart. discuss techniques to help me memorise a poem. To memorise parts of a poem with actions. To discuss preferences and make comparisons. To plan a descriptive poem about an alien. To use a poetic style to write a poem.</p> <p>Fantasy Writing-Dragons To use labels and short captions on a map to describe where a dragon might hide. To suggest ideas for a sequel to a story they have heard in class. To sequence the main events from a story they have heard in class. To retell a story I have heard in class in lots of detail. To use a range of conjunctions in their writing. To write their own version of a story they have heard.</p>
Mathematics		Science	
Intent	Maths is highly interconnected to other	Intent	Science can be used to explain what is

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Spring Term 1 Class Readers



Spring Term 2 Class Readers



curriculum areas and is essential to everyday life. We aim for pupils to become fluent through varied and frequent practice so that they develop conceptual understanding. Children will be encouraged to approach problem solving in an organised manner, recording their work in a systematic way in order to make clear connections. They will develop their use of mathematical language in order to be able to communicate their ideas.

Implementation

We have a mastery approach to teaching Maths. This means that the majority of pupils progress through the curriculum content at the same pace. Maths objectives are taught through units of work that allow children to practice and consolidate key knowledge and skills. Providing variation through problem solving and reasoning, allows children to build fluency and a more in depth understanding of mathematical concepts. Differentiation is achieved by emphasising deep knowledge and through

occurring, make predictions and analyse results. We aim for pupils to develop their scientific skills and knowledge through engaging in different types of science enquiry. They will be encouraged to ask and answer scientific questions and understand the role of science in the world around them. Children will extend their knowledge of specialist vocabulary.

Implementation

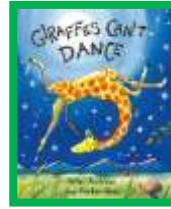
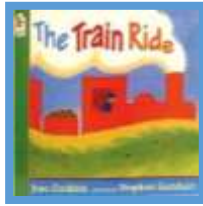
The acquisition of key scientific knowledge is an integral part of our science lessons. Promoting science in school is highlighted by the use of 'Working Scientifically' walls in each classroom, where key vocabulary is displayed for the duration of the topic alongside the working scientifically skills for each session. We aim to develop and promote the importance of developing scientific enquiry across year groups. Emphasis is placed on learning outside of the classroom, with each class having

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individual support and intervention.

designated timetabled 'Forest School' time and where applicable educational visits are linked to developing children's science topical learning. Science specific home learning tasks, supporting parental engagement help support children's natural curiosity whilst enabling them to experience first-hand the science all around them.

Impact

Number-Multiplication & Division

- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
- 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.

Impact

Animals including Humans

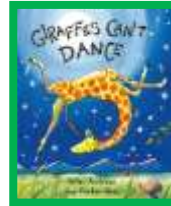
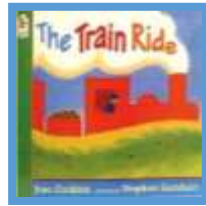
- Say which animal some babies will grow into.
- Name some animal babies.
- Say the three things that humans need, to stay alive. • Generate questions about a pet they have chosen.
- Give examples of healthy and less healthy food.
- Name some things that humans do to keep themselves clean.
- Use a magnifying glass or microscope to look closely at their hands.
- Attempt to record what they see.

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Reading Focus this term:
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Spring Term 1 Class Readers



Spring Term 2 Class Readers



- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Geometry and Measures- Statistics

- Interpret and construct simple pictograms where the picture is worth 1 unit.
- Interpret simple tally charts and block diagrams.
- Ask and answer questions that require counting the number of objects in each category.

Geometry and Measures- Properties of Shape

- Recognise, name and describe the properties of common 2-D shapes including pentagons and hexagons.
- Recognise, name and describe the properties of common 3-D shapes including cones and spheres.
- Solve simple problems involving shapes.

Scientists & Inventors

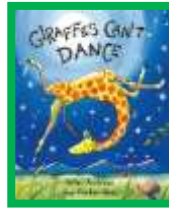
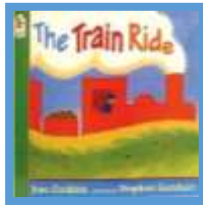
- Describe things plants need;
- Construct a mini greenhouse with a partner;
- Observe how plants grow; • discuss whether doctors are scientists;
- Describe when and why we should wash our hands;
- Take part in an activity to show how germs spread;
- Give a minimum of two facts about Charles Macintosh;
- Identify Charles Macintosh's famous invention;
- Give facts about Rachel Carson;
- Take part in an investigation to prove what Rachel Carson found out about water pollution;
- Answer questions about where our energy comes from.

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(See Cross curricular links documents)



Spring Term 1 Class Readers



Spring Term 2 Class Readers



Number-Fractions

- Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of a length, shape, set of objects or quantity.
- Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

History

Intent

In Key Stage 1, children study the National Curriculum for History. Children develop an awareness of the past, using common words and phrases relating to the passing of time. They know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They use a wide vocabulary of everyday historical terms. They ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in

Geography

Intent

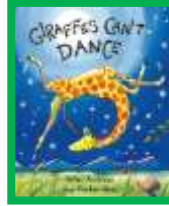
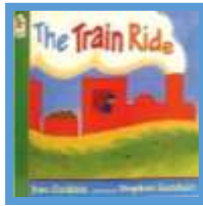
In Key Stage 1, children develop knowledge about the world, the United Kingdom and their locality. They begin to understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

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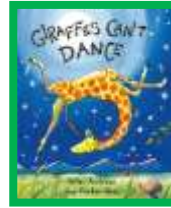
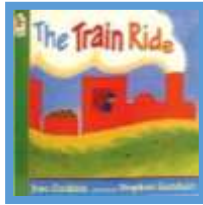
	which we find out about the past and identify different ways in which it is represented.		
Implementation	Children will learn about the development of 'Travel and Transport' throughout history. Alongside consolidating the children's understanding of chronology through using timelines and making comparisons between old and new forms of transport, they will also focus on early travel methods of the Vikings, through to the invention of cars, trains and aeroplanes. They will look at the significant individuals George Stephenson and the Wright brothers.	Implementation	Children will learn about the world around them through the 'Sensational Safari' topic. Children learn about the geography of Kenya through focusing on the main human and physical features of the country. Children learn about the key geographical features of the country including Kenyan wildlife, landscapes and culture. Children learn about the similarities and differences between Kenya and the UK along with continuing to develop their geographical skills through a variety of fun and interactive activities.
Impact	<ul style="list-style-type: none"> • Demonstrate an understanding of the ways in which travel and transport has changed throughout history. • Talk about what they know about the inventions of cars, trains and aeroplanes. • Know some of the significant people involved in the development 	Impact	<ul style="list-style-type: none"> • Explain where Kenya is located in the world and find Kenya on a world map or globe. • Draw a map of Kenya and locate the capital city, some main cities and oceans. • Understand what some aspects of Kenyan life are like. • Identify the features of a national

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of different types of transport.

park and begin to explain the difference to a game reserve.

- Describe some differences and similarities between Kenya and the UK.
- Begin to understand the importance of tourism to Kenya.
- Draw a freehand map of Kenya.
- Draw a map of a national park and begin to consider the location of key features.
- Identify animals that live in Kenya and begin to explain the concept of 'endangered species'.
- Confidently use compass directions to move around a map.
- Use an atlas/globe to locate accurately places and landmarks in Kenya.
- Ask geographical questions - Where is it? What is this place like? How near/far is it?

Computing

Intent

Children will be taught to understand and apply the concepts of computer science.

Art & Design

Intent

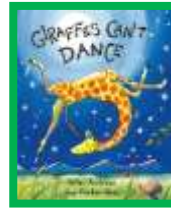
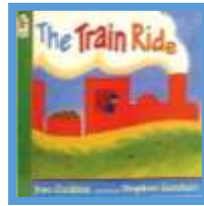
Art and design should engage, inspire and challenge pupils. We aim to develop the

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Through practical experience we aim to encourage them to apply information technology to solve problems. Children will be taught how to be responsible users through keeping themselves safe online, reporting concerns and recognising acceptable/unacceptable behaviour.

knowledge and skills in order to create their own works of art and design. Pupils will be encouraged to evaluate their work in order to develop and improve. Pupils will learn about great artists and designers and understand their cultural significance..

Implementation

Using Purple Mash children will gain an insight into 'Effective Questioning'. They will show that the information provided on pictograms is of limited use beyond answering simple questions. Children will use yes/no questions to separate information. To construct a binary tree to separate different items. They will use a database to answer more complex search questions and use the Search tool to find information.

Implementation

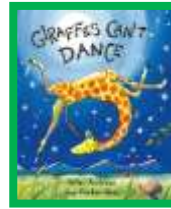
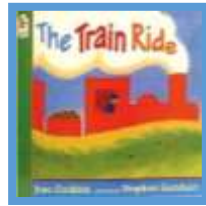
Children will learn all about African Art. They will discover and research the landscapes of plateaus, plains, lake areas, river areas, deserts, coastlines and forests in Africa. They will discuss the colours, shapes and patterns in the images and explore the ancient African tribes. They will learn information about the colours and patterns they wear and show which group they belong to. They will learn about the Maasai tribal jewellery. Find out information about the Maasai warriors. Children will look at images of how Maasai people live and discuss their culture. Children will learn how to make face masks with their fingers and hands. Children will look at an image of African masks and be asked what they are, what are they used for and if they have worn a mask. They will learn that African

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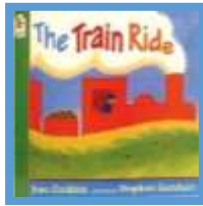
Impact	<ul style="list-style-type: none"> • Children understand that the information on pictograms cannot be used to answer more complicated questions. • Children have used a range of yes/no questions to separate different items. • Children understand what a binary tree means. • Children have designed a binary tree to sort pictures of children. • Children understand that questions are limited to 'yes' and 'no' in a binary tree. • Children understand that the user cannot use 2Question to find out answers to more complicated questions. • Children have matched the 2Simple Avatar pictures to names using a 	Impact	<p>societies make wooden masks for religious and cultural ceremonies. Children will be shown three types of African masks made: animal, female face and ancestor masks. Children will design and make their own mask.</p> <ul style="list-style-type: none"> • Children to use different shapes and colours to create patterns. • Children can explain what a pattern is and describe the colours and shapes in a pattern. • Children use craft materials to design their own jewellery. • Children know that jewellery is made with different patterns and colour combinations. • Children understand that art includes dance and music. • Design and decorate their own mask. • Children use an image to guide their own art work. • Children understand adding artistic features to masks makes them look more elaborate.
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- binary tree.
- Children understand what is meant by a database.
- Children have used a database to answer simple and more complex search questions.

Modern Foreign Languages-French

Intent

Children will continue to develop and build upon their previous learning. We aim to make language learning engaging for all children through music, games and stories. Pupils will be taught to express their ideas and thoughts in French with increasing confidence and fluency. They will be encouraged to improve the accuracy of their pronunciation and intonation.

Implementation

This 'All About Time and Weather' teaches children the key vocabulary for the days of the week and months of the year. They will learn to say what the weather is like on each day and ask others. Children will learn key phrases connected to the

Physical Education

Intent

Through P.E, pupils will engage in a variety of physical activities in order to support their health and fitness. They will have opportunities to develop their competence and skills so that they are able to compete in sport and other activities. We aim to use P.E. sessions to help build character and embed values such as fairness and respect.

Implementation

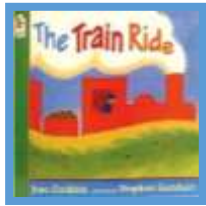
Cognitive-Static Balance
Children will throw and catch small balls, catching across body with either hand. Throw and catch 2 balls alternately, catching across body with either hand. Volley large ball back to a partner with

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themes.

This 'All Things Bright and Beautiful' teaches children the names of the colours and helps them to understand adjectives. Children will be able to understand more classroom instructions in French to increase their knowledge.

Impact

- Listen and respond to topic vocabulary
- Answer questions orally using the topic vocabulary
- Write an answer in a sentence

either foot.

Creative- Dynamic Balance on a line

Children will learn how to lunge walk backwards. Lunge walk backwards with opposite elbow at 90°. Lunge walk along curved pathway, forwards then backwards, with opposite elbow at 90°. Perform above challenges with eyes closed.

Outdoor Adventurous Activities

This topic allows children to develop their problem-solving skills whilst working in small teams, and acquiring new leadership skills. The children will learn how to navigate around both a familiar and unfamiliar space, whilst developing basic map-reading skills. They will also develop fundamental skills such as agility, balance and coordination.

Impact

Cognitive

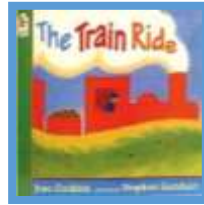
- To understand the simple tactics of attacking and defending.
- To explain what they can do well and begin to identify areas for

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using the topic vocabulary

- Use an English/French dictionary to translate from English to French.

improvement.

- To begin to order instructions, movements and skills. With help, recognise similarities and differences in performance and explain why someone is working or performing well.
- To understand and follow simple rules and can name some things they are good at.

Creative

- To make up my own rules and versions of activities.
- To respond differently to a variety of tasks or music and recognise similarities and differences in movements and expression.
- To begin to compare movements and skills with those of others.
- To select and link movements together to fit a theme.
- Explore and describe different movements.

Outdoor Adventurous Activities

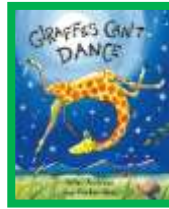
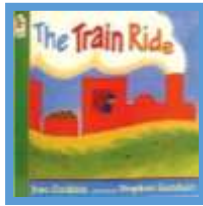
- Know that they warm up before

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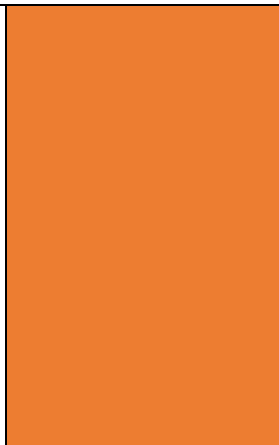
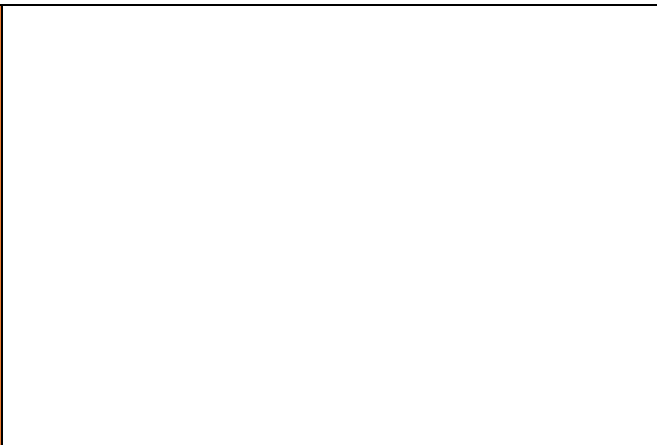
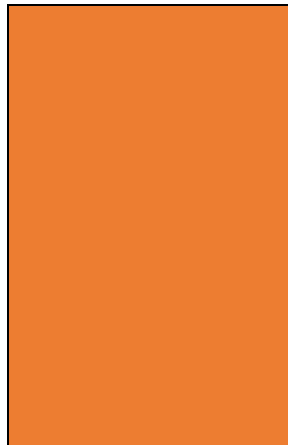
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- exercise.
- Follow a map with a degree of confidence.
 - Work well in a team.
 - Know what equipment they would need for their activities. give some reasons why they warm up and cool down during sporting activities.
 - Begin to follow a map within a familiar space be aware of how conditions may affect the courses they are completing..

Music

Intent

In teaching music we aim to engage and inspire pupils to develop a love of music. Through music lessons we encourage children to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Children are encouraged to improvise and compose music for a range of purposes using the inter-related dimensions of music and to listen with attention to detail and recall sounds with increasing aural memory. In notation, children will learn to use and understand staff and other musical notes. Children will be given opportunities to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians developing their understanding of the history of music.

Implementation

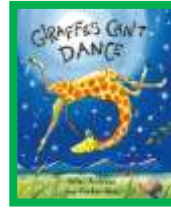
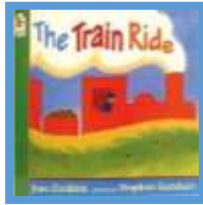
Music is taught as a discrete subject but also across the curriculum. Areas of learning, such as times tables in maths, vocabulary in languages and movement in dance can all incorporate different elements of music. A weekly singing assembly allows the children opportunities to develop their singing skills and

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	gain an understanding of how ensembles work. Performances, such as Christmas plays and nativities and end of year shows, demonstrate that music is important to the life of the school. Extracurricular activities, such as choir and peripatetic music lessons, also provide children with experience of making music.
Impact	The impact of teaching music will be seen across the school with an increase in the profile of music. Whole-school and parental engagement will be improved through performances, extracurricular activities and opportunities suggested in lessons/overviews for wider learning. Participation in music develops wellbeing, promotes listening and develops concentration. We want to ensure that music is loved by teachers and pupils across school, encouraging them to want to continue building on this wealth of musical ability, now and in the future.