


Courageous Advocates Year 2 Spring 2 – Curriculum Plan

Our vision: ‘Life in All its Fullness’ (John 10.10) and our Christian Values are the foundations to affect change from within the heart of the community. Children are encouraged to develop strong aspirations educationally, socially, morally and spiritually with a desire to make a positive difference in the world.



<p>English</p> <p>Reading and Phonics</p> <p>Children follow the National Curriculum Framework to develop their word –reading and comprehension skills. They are given extensive opportunities to listen to, share and discuss a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently. They also take part in daily phonics lessons to enable them to read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*.</p> <p>Writing</p> <p>Following the National Curriculum Framework, children work on developing their composition; handwriting; spelling and vocabulary, grammar and punctuation skills. They also focus on the use of Standard English and are encouraged to use this when speaking and in their writing.</p>	<p>In this sequence of learning, children continue to learn about the wider world and nature. They also learn about how our planet is being damaged by things like pollution and deforestation.</p> <p>By looking at the work of David Attenborough, they will consider how small actions, that we can all take, can make a big difference.</p>		<p>Maths</p> <p>Measurement</p> <ul style="list-style-type: none">Compare and sequence intervals of timeRead the time on a clock to the nearest 5 minutes including quarter past/to the hour and draw the hands on a clock face to show these timesKnow the number of minutes in an hour and the number of hours in a dayChoose and use appropriate standard units to estimate and measureRead scales in divisions of ones, twos, five and tensCompare and order lengths, mass, volume/capacity and record the results using >, < and +. <p>Statistics</p> <ul style="list-style-type: none">Interpret and construct simple pictograms, tally charts, block diagrams and simple tablesAsk and answer simple questions by counting the number of objects in each category and sorting the categories by quantityAsk and answer questions about totalling and comparing categorical data
<p>Science</p> <p>What do plants and animals need to live and grow?</p> <ul style="list-style-type: none">Name different plants and animals and describe how they are suited to different habitatsGroup animals according to what they eat, describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationshipsDescribe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plantsObserve and describe how seeds and bulbs grow into mature plantsFind out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	 <p>David Attenborough</p> <p>How can we use what we have learnt about the past to change our future? What would it be like to live in a different environment?</p>		<p>RE</p> <p>Why is the Bible an important book? What is Easter really about?</p> <ul style="list-style-type: none">I can identify key features of the Bible, e.g. old testament, new testament, chapters, verses, rules, stories, letters, poems, etcI can talk about why I think some verses of the Bible might be important to Christians and say what I think about themI know that Christians believe that Jesús died to restore people’s broken friendship with GodI can show respect and sensitivity towards others in the way that I talk about things.
<p>Design Technology (Focus: Hand Puppets)</p> <p>How can we work with textiles effectively?</p> <ul style="list-style-type: none">I can choose the tools I am going to use, use them effectively to perform practical tasks and explain why I have chosen themI can choose the materials I am going to use and explain why I have chosen themI can evaluate my own product against the design criteria	<p>History (Focus: David Attenborough)</p> <p>How can we use what we have learnt about the past to change our future?</p> <ul style="list-style-type: none">Chooses and uses parts of stories and other sources to ask and answer questions about the pastIdentifies changes within living memoryRecounts the lives of significant individuals in the past who have contributed to international achievements.	<p>Geography (Focus: Comparing locations)</p> <p>What would it be like to live in a different environment ?</p> <ul style="list-style-type: none">He/ she can use aerial photographs and maps to identify key landmarks and basic human and physical features of the area studiedHe/ she can identify hot and cold areas of the world in relation to the Equator and North and South PolesHe/ she can identify geographical similarities and differences in the human and physical geography of Frankley and places that David has visited	<p>PE</p> <p>How can I throw and catch more accurately?</p> <ul style="list-style-type: none">I understand that the longer I stretch my throwing arm, the more power is applied and the greater the speed of my throwI can intercept an object by understanding the speed, distance and direction it is travellingI can apply simple attacking and defensive tactics when playing a team game.
<p>Art (Focus: Inuit Art)</p> <p>How is art created in different parts of the world?</p> <ul style="list-style-type: none">I can talk about how I think artists made their workI can use different materials and techniques that I have learned to design and make productsI can design a product and talk about features of my design	<p>Music</p> <p>How does music make us feel? How can we create our own music?</p> <ul style="list-style-type: none">Play tuned and untuned instruments musicallyExperiment with, create, select and combine sounds using the interrelated dimensions of musicListen with concentration and understanding to a range of high-quality live and recorded music	<p>Computing</p> <p>How can we use computers safely?</p> <ul style="list-style-type: none">Recognise common uses of information technology beyond school.Use technology safely and respectfully.Keeping personal information private.Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	<p>PSHE</p> <p>Don’t rub it in, rub it out!</p> <ul style="list-style-type: none">to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)to recognise that there are different types of teasing and bullying, to understand that these are wrong and unacceptablestrategies to resist teasing or bullying, if they experience it or witness it, whom to go to and how to get helpabout people who look after them, their family networks, who to go to if they are worried and how to attract their attention
<p>Community</p> <p>How can I help my local community?</p> <ul style="list-style-type: none">Reduce waste and recycle materials in schoolBe involved in the ‘All We Can’ project and take steps to help the environment.	<p>Trips/ Visitors/ Celebrations</p> <ul style="list-style-type: none">Frankley Community LibraryWorld Book Day and author writing workshop	<p>British Values</p> <ul style="list-style-type: none">Tolerance and Mutual Respect—All We Can Project	<p>SMSC</p> <p>Social—Heartsmart PSHE</p> <p>Moral—discussing environmental issues, Big Questions, All We Can, Heartsmart PSHE</p> <p>Spiritual—Collective Worship, Big Questions, class prayers for Collective worship, All We Can, Heartsmart PSHE</p> <p>Cultural—World Book Day , Heartsmart PSHE</p>

honesty patience joy forgiveness tolerance thankfulness respect kindness friendship gentleness love hope